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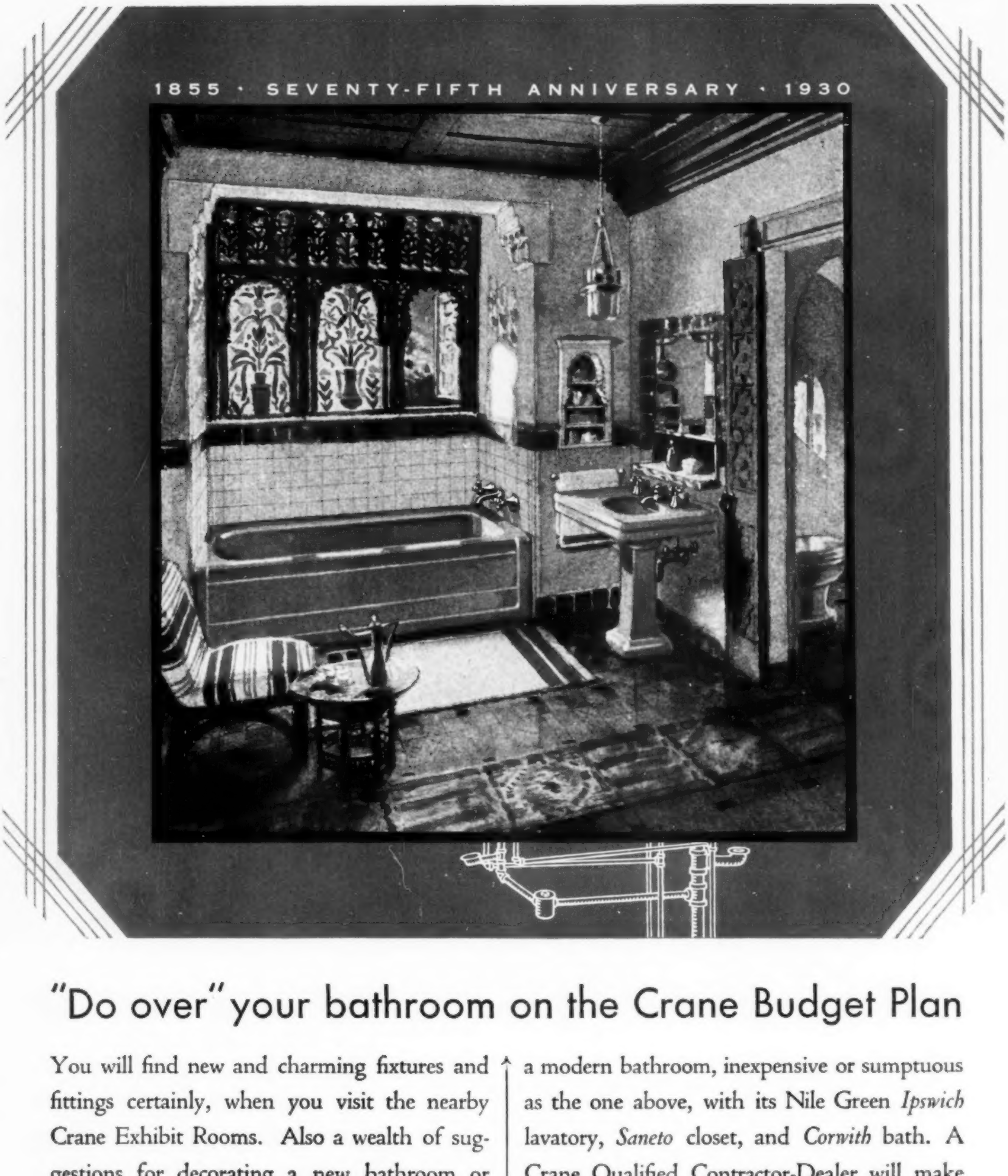

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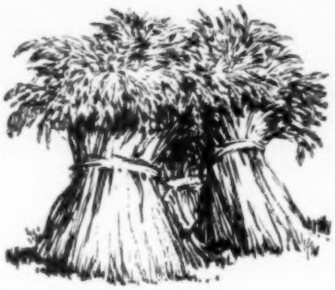

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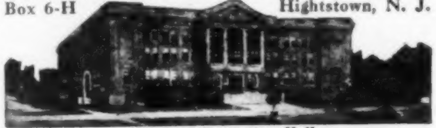

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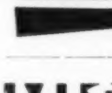

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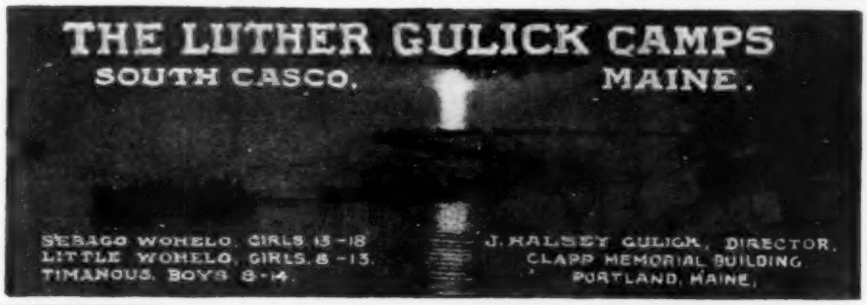

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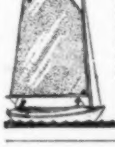

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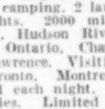

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MODERN SCIENTIFIC INDIVIDUAL DIRECTION. ESTABLISHED 1914
MILES FROM NEW YORK CITY 70—FROM PHILADELPHIA 30
Camp season July and August—$300. *School year, September through June*—$800
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Ages 3-10 ***Est. 18 yrs.***

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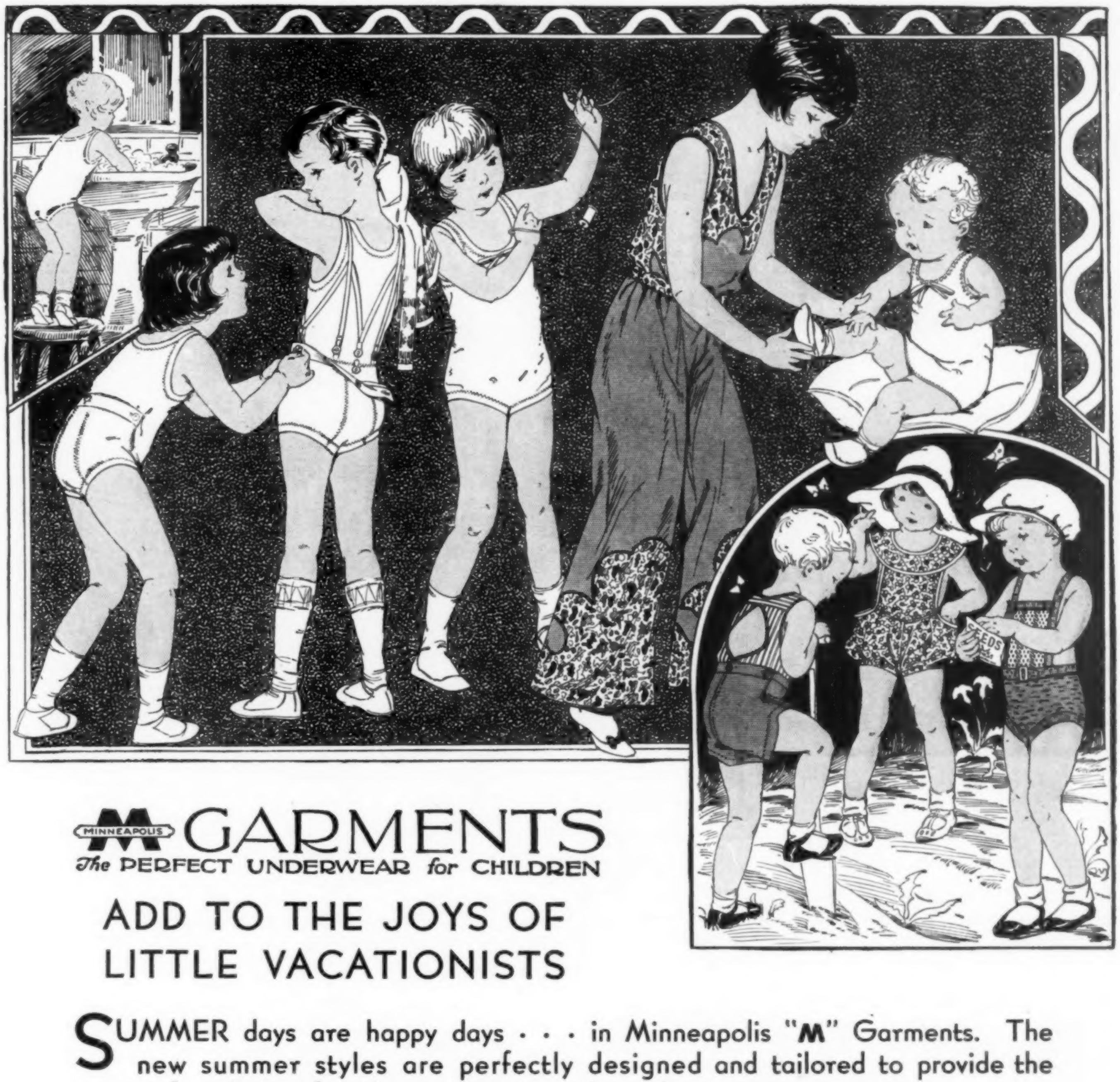

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ADD TO THE JOYS OF LITTLE VACATIONISTS

SUMMER days are happy days . . . in Minneapolis "M" Garments. The new summer styles are perfectly designed and tailored to provide the proper foundation for the modern juvenile styles in outer garments . . . just the last word in style.

They're so light and cool and perfect-fitting that the wearers are blissfully unaware of them. Slipped on in a jiffy, they're forgotten all day. Mother gets a vacation from her mending, too. It's a wonder how Minneapolis "M" Garments stand the strain of youthful activity without ripping or buttons pulling off.

The "hurry up" dressing scene above shows Betty in her knit union suit helping Bobby into his waist suit, and Jean in her rayon combination—all in the French type (short leg) style that modern little folks are now wearing. Mary is dressed in her gayly-colored pajamas with the "style-right" wide trousers. Baby is happy in his "Durene" (mercerized) vest.

Digging in the garden is Bobby with Betty "bossing" the job . . . both dressed in sun play suits of gay printed cotton . . . and Jean with her snug-fitting knit sun suit.

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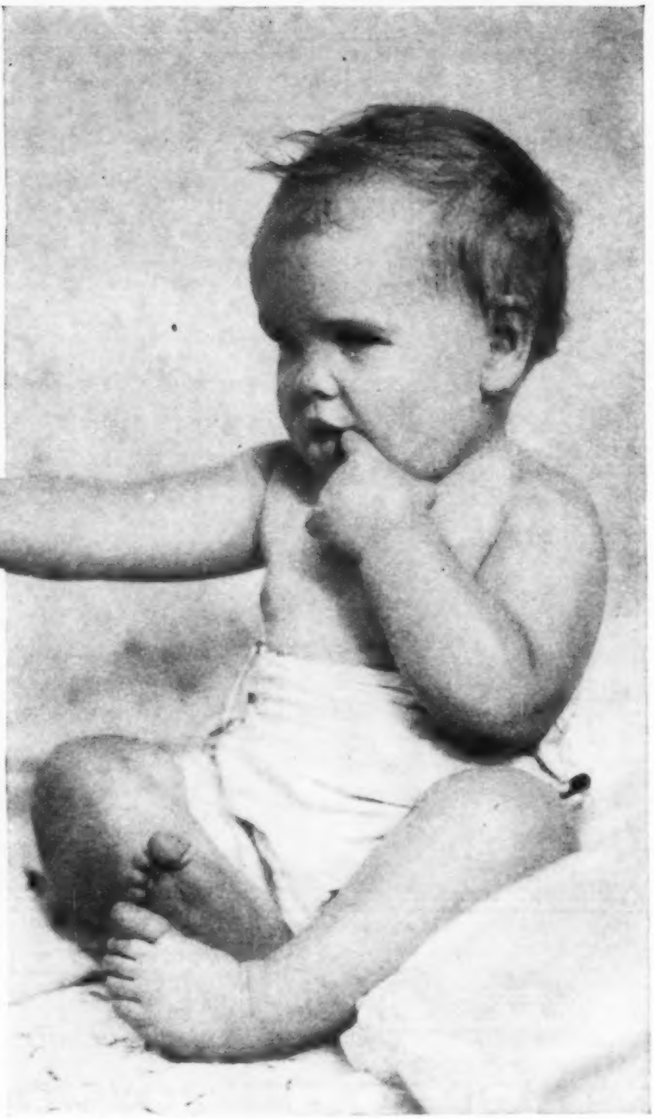
"Ladies and-babies



take my advice!"

"I tell you, folks, the time has come when something simply must be done! Just look at the weather—getting warmer, every day. Prickly heat has become a big problem ... are we going to put up with it? And with chafing, too? I say—No, my friends! Take my advice ...

"End these troubles! Get acquainted with the right kind of powder! I met it when I was all chafed and cross, and I've been a better baby ever since. In all my eleven months of experience, I've never known powder so soft and fine! It keeps me comfortable—and cool. And remember, folks, I'm not the only one ... if all those in favor could only stand up, you'd see that babies know what's best!"

The Chief Chemist has something to say... Baby powders are not all alike, as a baby soon finds out! You yourself will understand the difference in them, when you know the difference in *talcs*. The high-grade Italian talc used for Johnson's Baby Powder is made up of soft, tiny flakes—but the inferior talc used in some baby powders contains sharp, *needle*-like particles! The trained observer readily sees this difference under a microscope—or you can feel it this way ...

Rub a little Johnson's Baby Powder between your thumb and finger. Then do the same with other powders ... you'll know, soon enough, if they're made with inferior talc. For your baby's sake, decide wisely! Another important thing to remember: Johnson's Baby Powder contains *no* stearate of zinc.

Babies should have the best of soaps, too... Johnson's Baby Soap is made *especially* for babies, from purest high-grade olive and other vegetable oils. It is as bland and soothing as the finest Castile soaps—but unlike Castile, Johnson's Baby Soap gives a rich, smooth lather and rinses off quickly and completely, leaving the skin soft and velvety. Note this fact, also—whereas Castile soaps are frequently impure and inferior in quality, every cake of Johnson's Baby Soap conforms to the highest standards of purity and excellence.

Extra comfort in this cream! Johnson's Baby Cream is also made especially for babies, from purest ingredients. It is bland and soothing and relieves chafing, prickly heat, "diaper rash," and other mild irritations of the skin. A little of this cream, rubbed gently on the baby's skin before going outdoors, will prevent painful sunburn.

FREE SAMPLES! ***In order that you may test Johnson's Baby Powder without expense, we will be glad to send you a generous sample—free of charge. With it, we will send you free samples of Johnson's Baby Soap and Cream, for you to try in connection with the powder. Write to Baby Products Division, Dept. 6-G, Johnson & Johnson, New Brunswick, N. J.***

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SOAP

Johnson's

Baby Powder

CREAM

AN EDITORIAL MESSAGE

Keeping Up With Our CHILDREN

By ALVIN JOHNSON

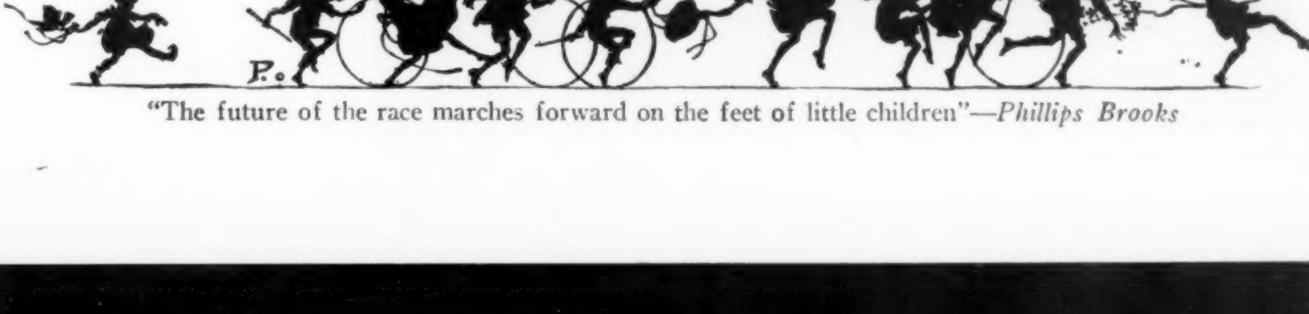
Director, New School for Social Research

ARE you interested in the broad flow of ideas to which you expose your son or your daughter when you send them to higher schools of education? The chances are that you stay where you are, not going forward, confining your real interest to your business, to your established social life. For the rest you proceed in a very desultory fashion. You may go to a "high-brow" play without any real background of live interest. Or you buy the book which is alleged to be the important intellectual contribution of the season and perhaps never read it through. What is more inevitable than that there should be something of an intellectual gulf between your children and yourself? Your children have ideas—social, religious, moral, political, with which you have no sympathy. You oppose them as you have a right to do but you do it incompetently. When you get worsted in the argument you throw the weight of parental prestige into the balance. And these arguments don't go on very long before there is a tacit understanding on the part of the younger generation that it is best not to discuss some matters with father or mother.

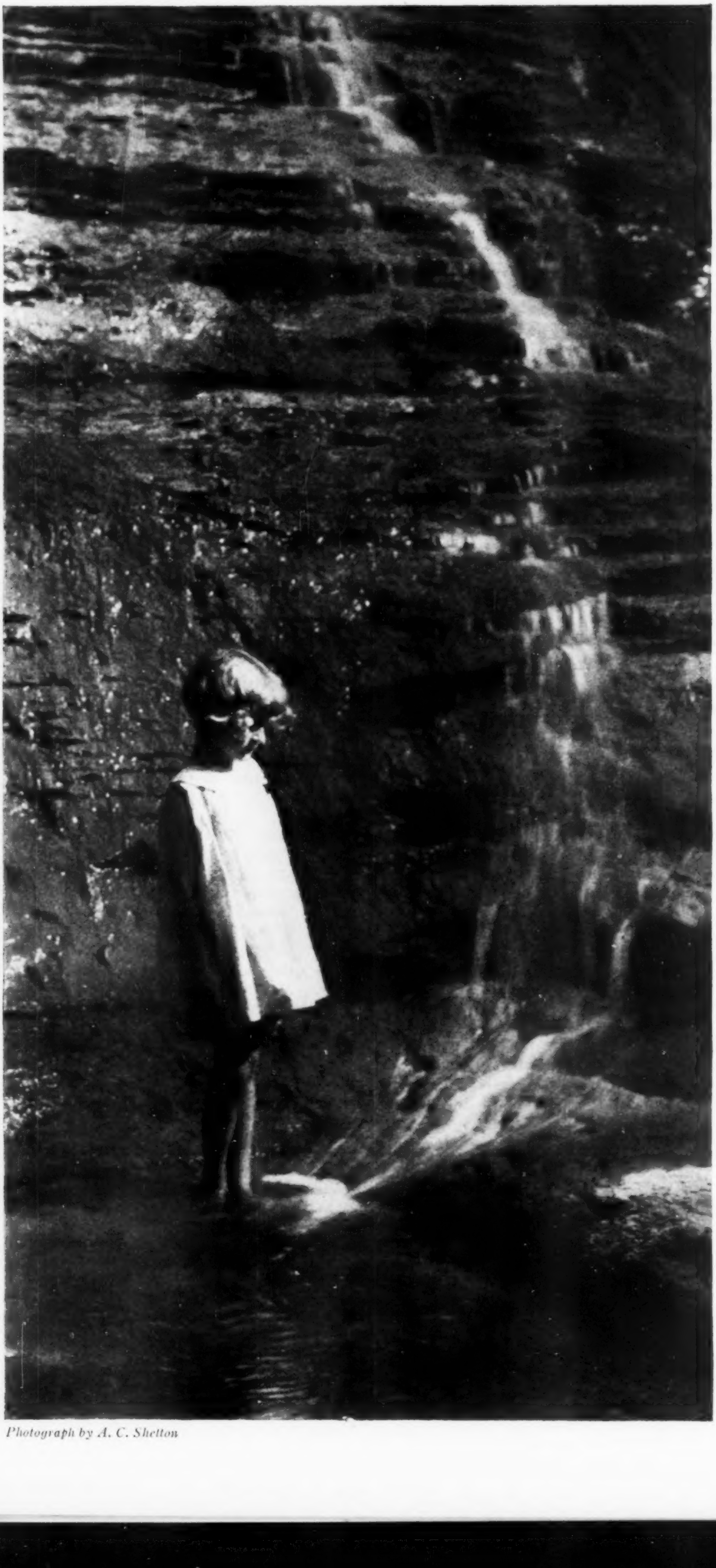
Now the parent must either resolve to accept this complete emancipation of the younger generation, grumble about it, hope for the best and expect the worst, or else he must become interested in the intellectual game himself.

The person who doesn't want to be left on the shelf has to make up his mind that the world of ideas is worth continuous cultivation. He will have to insist on the development of institutions that suit his requirements. In many cases he has a wealth of experience that only needs organization to enable him to count for something in an intellectual group. What he ought to do then is to demand the end of class discrimination that places all the educational resources at the disposal of the young, and see to it that a fair share of these resources are devoted to the requirements of the mature. The time is coming when none of us will think of dropping the process of systematic education when we leave college or attain to so-called maturity.

The public finds no difficulty in making arrangements for supplying any need that it really feels. The kind of education that the adult needs can be organized at no very great expense whenever there is a demand for it. It would be possible to establish in any city a number of small institutions with lecture and discussion rooms. It would be a simple problem to draw a body of leaders from the professions and from business to give courses in which parents are interested. The kind of instruction the adult needs can be made self supporting at low cost as soon as a considerable body of adults recognizes the need and demands that it be satisfied.



"The future of the race marches forward on the feet of little children"—*Phillips Brooks*



Photograph by A. C. Shelton

WATER

By Hilda Conkling, age six,
From "Singing Youth"

The world turns softly
Not to spill its lakes and rivers.
The water is held in its arms,
And the sky is held in the water.
What is water,
That pours silver
And can hold the sky?

MAKING *a* LIVING *and a* LIFE

How Parents Can Help Their Boys and Girls to the Right Choice of a Vocation

By PAUL PORTER BRAINARD

Department of Psychology, University of Michigan

COMMENCEMENT! Graduation exercises! Everywhere the happy Senior, with his diploma, facing the world with eagerness and confidence. From high schools, private schools, colleges and universities they come. They are all gradually moving toward some goal. Where are they going and who helps them to decide?

The question may be answered briefly, by saying that they usually go at once either into further study or some productive occupation. In a short time all move on into one of four general classes. The majority become successful, progressive citizens, but not always contented with their occupations. As Dr. Kitson has recently discovered in a survey of vocational interest, the maximum interest of teachers in their work is only 19% and among nurses, 33%. He indicates that a very considerable number in all vocations are clearly dissatisfied with their work. Another large group settle down to a routine job, usually of the blind alley variety. A smaller number finally join the part-time class, the chief source for the army of the unemployed. The fourth group is still smaller, but growing alarmingly in recent years. These are the people enrolled as criminals and dependents.

At each step in education, from the sixth grade on, personal advice is needed as to the next choice to be made. Mistakes mean wasted time, wasted money, and perhaps a wasted life. On this account, educational and vocational guidance, from the junior high school to the university, has become one of the fundamental problems of our civilization.

If Your Child Is —

Under 5 Years

You will be particularly interested in the features beginning on pages 20, 22, 23, 26, 27, 30, 33, 34, 35, 38, 40 and 42.

Between 5 and 10 Years

You will be particularly interested in the features beginning on pages 19, 20, 22, 26, 27, 31, 33, 35, 36, 38, 40 and 42.

Between 11 and 18 Years

You will be particularly interested in the features beginning on pages 17, 19, 20, 22, 24, 26, 27, 28, 31, 32, 33, 35, 36, 38, 40 and 42.

Parents of children of all ages will be interested in features beginning on pages 20, 22, 27, 33, 35, 36, 38, 40, 42, 57, 62, 64, 66, 78, 80 and 81.

AS children grow older they constantly present new problems. You will want to inform yourself in advance in order to meet them successfully. A single article is apt to give you ideas which may have a lasting influence on the health, happiness and character of your child, or on your relationship with your boy or girl.

The schools formerly offered only one curriculum—a general education. Now the fields of knowledge have developed so voluminously that a gentleman of leisure might go to school all his life and still not know a fraction of all that is to be known. As a substitute for specific knowledge, educators for a time depended on "formal discipline," the idea that Latin, mathematics and other difficult subjects can develop the mind. This was a happy solution for all questions as to electives and new courses, but unfortunately it has not functioned under modern conditions. The mind trained to juggle mathematical formulae may be quite helpless when there is an immediate demand for a knowledge of the principles of advertising. Occupations are now so specialized that success depends as much upon having a background of information along one line, as it does on general mental ability. In 1910 the census listed 428 classes of occupations. The 1920 census listed 572, of which 537 were open to women. It is likely that many more will be listed in 1930. One of the books listed for reading at the end of this article discusses 3,000 occupations available in the United States.

As your child leaves the sixth grade, there lies before him an ever-widening scope of knowledge, a field of a million facts and functions, among which he must choose those he thinks he can use best. What happens to our boys and girls as they enter this perplexing maze?

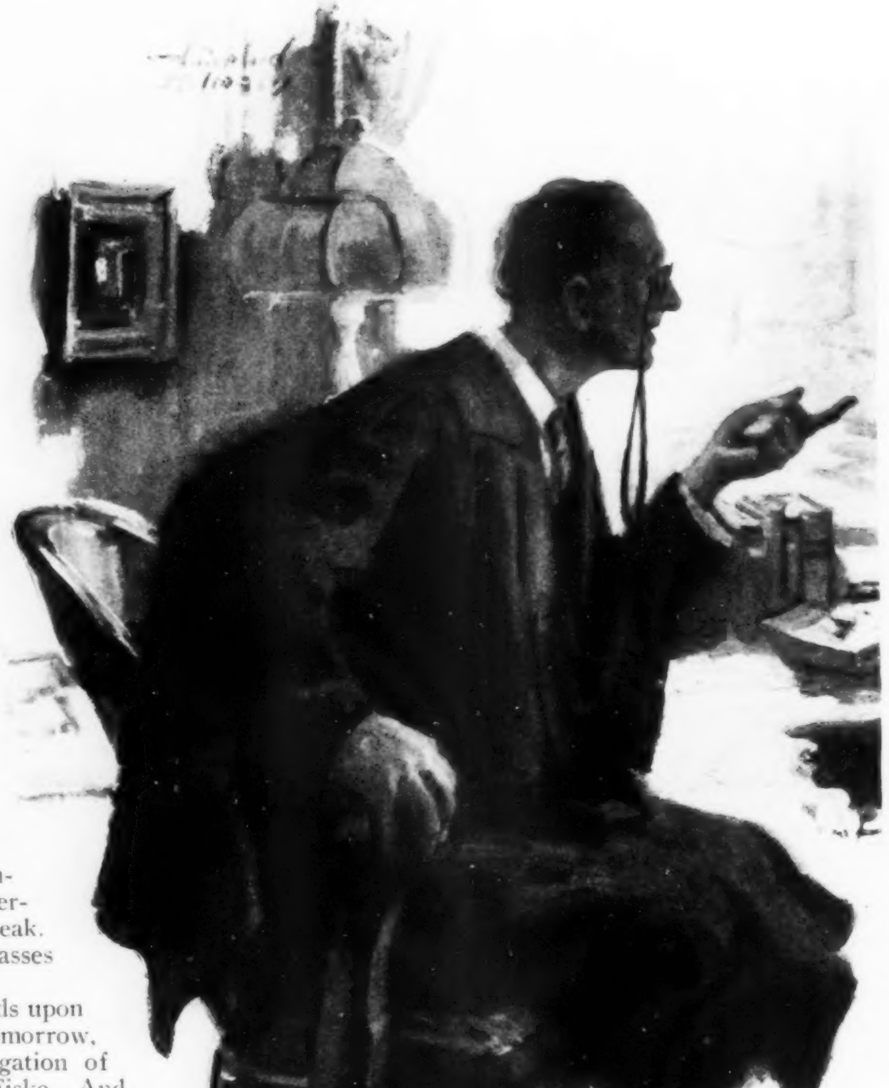
Some of them are too much confused to go further. They are able to do a definite piece of work, but in school subjects they don't seem to get anywhere. Economic pressure is often great, so they quit school and go to work. In the large cities a considerable amount of attention is given to such cases. For example, in the East Side Continuation School in New York City, an elaborate program of testing and guidance, placement and follow-up is functioning in solving the problems of hundreds of children, mostly of foreign parentage, who need to learn and earn at the same time. In California a state law provides for supervised part-time employment and school attendance up to the age of eighteen.

In actual practice, the smaller towns can not provide for the supervision of those who drop out of school, and in consequence there are thousands of children in all parts of the country who step out of the main procession between the sixth grade and college. They do not have enough education to enter a highly skilled trade, so fall into the ranks of the unemployed and the criminal classes. A recent study shows that 85% of young offenders are not trained for any self-supporting occupation.

EVEN more pitiable is the plight of the high school graduate, who has taken his English, algebra, history and languages, yet is so uncertain of his own desires and abilities that he drifts from job (*Turn to page* 54)

How Well DO WE PROTECT

¶ If one of your children gets into serious trouble—injures another child or a grown-up, steals, elopes or what-not—what are his rights and liabilities under the law and what are yours? An important article every parent should read



She ran away from home, lied about her age and was married. Now both bride and bridegroom regret it

As the world grows older, we, the dwellers thereon, develop an ever-widening sense of our duty toward our neighbor. Every year new legislation finds its way to the statute books, bringing further protection to the persons who need it—those who by reason of age, sex, infirmity—of body or of mind—may permanently or temporarily appear the weak. And among these to-be-protected classes stands youth.

That the future of any nation depends upon its boys and girls, the citizens of tomorrow, is argument enough for "the prolongation of infancy"—to use the phrase of John Fiske. And prolonged infancy makes, through a better preparation for life, a better use of the extended life span which we enjoy today, thanks to modern science. If the constitution of the United States were being redrawn to reflect the spirit of the twentieth century, along with the "right to life, liberty, and the pursuit of happiness" might be included a further "right to childhood," emphasizing the need of every human being to a protected span of years; time to develop to full strength mentally and physically before being measured by the adult yardstick.

In legal parlance, a "child," an "infant" signifies an individual who has yet to arrive at the age arbitrarily fixed by the state as full maturity, with all the rights and liabilities attaching thereunto. Among primitive peoples, the age of puberty of itself marks the individual's coming of age; when the boy becomes a man, a warrior, and his sister a woman; a marriageable maid. Realization that the strength of the tribe depended upon guarding its youth from premature sex-relations marked a distinct epoch in the progress of civilization.

Now, so long as nobody had any worldly goods, nor took any thought for the morrow, physical maturity was all that counted; but along with the growth of the property idea, when men who had by the sweat of their brows acquired gold and lands, that they desired to be enjoyed by their sons, and their sons' sons, it must

By MARY FISHER TORRANCE

Attorney at Law

OUR CHILDREN?

Illustrated by J. Sanford Hulme

have been borne in upon the Solons of the tribe that something else was needful. Young people who looked so big, and talked so wise, and were not only frankly able, but willing and anxious, to take upon themselves the duties of parenthood, exercised no sense at all in managing their financial affairs. To trade his birthright for a mess of pottage was exactly the sort of thing a sixteen-year-old boy would do—if you let him! As for his sister; what wouldn't she do for a string of beads!

SEEMINGLY, the Solons got together and put a curb on youthful improvidence and irresponsibility. Two thousand years ago, in Rome, the legal age of puberty was defined by law as 14 for boys, 12 for girls; thus giving official sanction to a fundamental fact of nature that cannot be altered by either law, statute, or unanimous resolution passed by the woman's club; to wit, that the female of the human species develops faster than the male. This age of puberty was set as the age at which young folks might marry, *with father's consent only*. Whether married or single, a youth remained under his father's authority—*patria potestas* so long as that father lived; upon the father's death, a modified form of infancy was recognized until the son reached the age of 25 years, during which time his affairs pertaining to property remained in the hands of a *curator*—a custodian, a guardian. A girl, of course, passed from the control of father to husband; in default of husband, to nearest male relative. In other words, females were kept on leash.

DOWN to the present day, among Latin peoples it is commonly not until the age of 25 that a young man becomes free to marry without the consent of parents, and to act independently, while his sister remains even more circumscribed. But the English common law, the fountainhead of American jurisprudence, while accepting the Roman age for marriage, lowered the age of majority from 25 to 21. In a few of the United States today, females, in certain cases, are deemed of age at 18; but for them, as well as their brothers, 21 is the prevailing rule.

Now the disabilities of infants are really privileges, blessings in disguise, which have been framed with due deliberation, calculated to protect the young and inexperienced not only from what others may do to them, but from what they may do to themselves. Young people, for their own good, must not be allowed to sign away their rights; to dissipate their patrimony, (*Turn to page* 68)

HOW MOTHERS *can keep their* HEALTH *and* LOOKS

Only a well person is as habitually poised, patient and happy as a successful mother needs to be

By JOSEPHINE HEMENWAY KENYON, M.D.

Associate in Health Education, Teachers College, Columbia University

MOTHERS are accustomed to the idea of a periodic health examination for their children but how many ever stop to think how much they need it themselves? A mother is so apt to concentrate attention upon her children, her husband, her house, so intent upon being one hundred percent perfect in those respects that she often lets her own health problems lag behind.

If you suggest to a busy mother that she needs more rest or that she might rearrange her routine so that she, as well as the baby, could have time outdoors in the sunshine, she will tell you that she is "just too busy to do one single thing more!" (And her eyes will probably fill with tears as she says it.) She is most courageous about her work, but it is often a great physical strain. She usually needs help to decide how much of it all it is safe for her to do and how she may most wisely conserve her health and strength. A health examination if well done will open her eyes as to what health really means. It will necessarily touch upon her own handicaps and show her how to overcome them. It will estimate her health assets and outline a follow-up régime which should bring her up to her own topmost notch.

Weight must be judged in connection with height, and good posture has an important bearing on one's health

The heart condition, as indicated by the pulse, may point the way to several other troubles to be remedied

Headache, vertigo, nervous tension and other difficulties are frequently caused by eye troubles

A careful examination of the auditory canal is an important feature of health check-up

Photographs Courtesy Life Extension Institute

Abdominal troubles are common among women and need careful treatment based on expert diagnosis

HEALTH, positive health, means physical, emotional, mental and spiritual well-being. Having a little health one can build more on the (*Turn to page* 58)

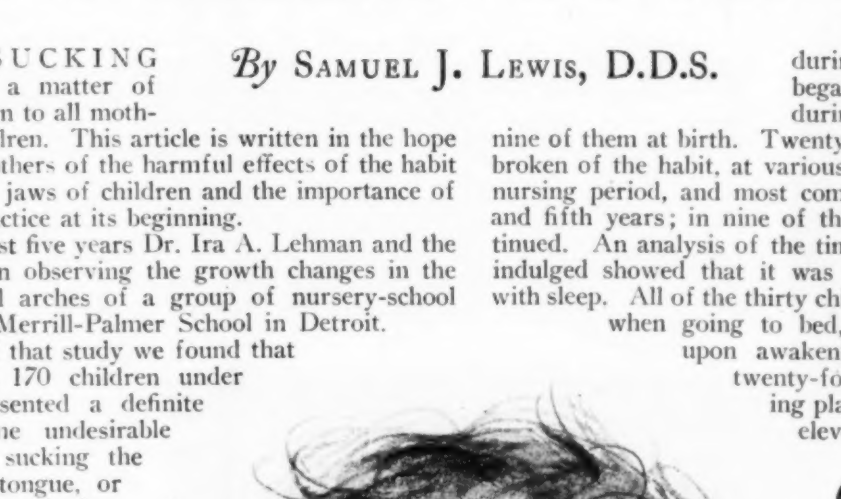
THUMBSUCKING
Its Dangers and Treatment

The facts in this article are based on five years of research conducted by two well-known dental surgeons in connection with the Merrill-Palmer School, Detroit, Michigan

By SAMUEL J. LEWIS, D.D.S.

THUMBSUCKING should be a matter of vital concern to all mothers of small children. This article is written in the hope of informing mothers of the harmful effects of the habit on the teeth and jaws of children and the importance of checking the practice at its beginning.

During the past five years Dr. Ira A. Lehman and the writer have been observing the growth changes in the teeth and dental arches of a group of nursery-school children at the Merrill-Palmer School in Detroit. In the course of that study we found that seventy of the 170 children under observation presented a definite history of some undesirable habit, such as sucking the thumb, finger, tongue, or lip, and biting the cheek, lips, or nails. The habit of thumbsucking, however, was predominant, thirty among the seventy children having this habit.



Illustrated by Charlotte Becker

Thumbsucking is certain to produce deformity of the teeth and jaws unless it is checked when the child is young

Chiefly for the purpose of studying the changes during growth, accurate models of the children's teeth and dental arches were made once a year. These enabled us to study also the effect of thumbsucking and other habits on the growth and development of the teeth and jaws, and to follow up the cases from year to year on the basis of these permanent records. The information thus gained we supplemented with specific data about the habit furnished us by the mothers of the children through questionnaires.

THE information about the habit gained from these questionnaires may be summarized as follows: Of the thirty children, sixteen sucked their right thumbs, six their left thumbs, and eight both thumbs. And with the exception of two children who began the habit during their second year, all began the practice sometime during the nursing period, nine of them at birth. Twenty-one of the children were broken of the habit, at various ages, generally after the nursing period, and most commonly during the fourth and fifth years; in nine of the children, the habit continued. An analysis of the time at which the habit was indulged showed that it was in most cases associated with sleep. All of the thirty children sucked their thumbs when going to bed, seven when asleep, ten upon awakening, twenty when tired, twenty-four at nap-time, four during play, thirteen when idle, and eleven when hungry.

CONCERNING the actual results of continued thumbsucking, plaster models of the children's teeth and dental arches show that in twenty-four of these thirty cases there was the "malocclusion" typical of the thumbsucker—a deformity of the teeth and jaws characterized by a forward displacement of the upper anterior teeth and sometimes a backward tipping of the lower anterior teeth. If the right thumb was sucked, this displacement was toward the right; if the left thumb was sucked, the displacement was toward the left; and if both thumbs were sucked, the displacement was symmetrically forward. That is, in a majority of cases in this group of thirty children, a typical deformity was caused by the habit. An examination of many models of teeth of children who did not suck their thumbs has shown that not one of them simulates this deformity characteristic of the thumbsucking cases.

However, models of the children's teeth reveal something further which is of equal or greater importance to the parent, and that is this:

(*Turn to page* 50)

ARE YOUR SONS *and*

What Scouting Does for Boys

By JAMES E. WEST

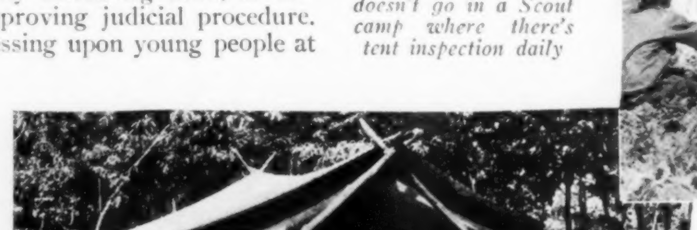
Chief Scout Executive, Boy Scouts of America

It makes a fellow feel pretty good to know how to send a message clear across a lake

Many are saved from gas and drowning by the artificial respiration treatment every First Class Scout learns to give

It is my conviction, based on my experience, that never has there been a finer generation of young people than the one growing up in America today. In my judgment they are more wholesome-minded, and in larger proportion are more earnestly striving to take advantage of their opportunities and to do right, than ever before. They are tremendously handicapped, however, because of the example of those who are thinking and often speaking loosely, and acting in defiance of the law, as well as by present-day civilization and the many forms of commercial recreation available to youth in all parts of the country. The present attitude is not so much to uphold the law as to escape being caught breaking it.

All of this has a demoralizing effect upon youth. America cannot improve by increasing laws, or improving laws or even by improving judicial procedure. The great hope lies in impressing upon young people at an early age a sense of personal accountability and responsibility. The whole scheme of Scouting has been worked out to develop this sense, which we call character-building. We endeavor through the Scout Program to develop a four-wheel-brake system: physical fitness; general education; vocational guidance; character.



A slipshod job of straightening up doesn't go in a Scout camp where there's tent inspection daily

The Scout Program is definitely contributing to these four things. We are trying first to give each boy a consciousness of his individual responsibility to make and keep himself physically fit. This we do by a program of outdoor and camping activities, health education and regular physical check-up.

The second wheel is general education. We in Scouting do all we can to encourage the boy to take full advantage of his educational opportunities. We co-operate with the schools in every way, and there are many boys in schools and colleges today because of the helpful influence of a wise Scout leader.

More than that, Scouting encourages vocational training. It urges upon boys the need of discovering something that they can do well and with satisfaction, and then training themselves so as to be efficient. The Merit Badge Program offers a field of exploration to boys that enables them to find the work for which they are best fitted.

A Scout isn't frightened when an accident occurs because he has been trained in giving first aid

How many boys between 16 and 18 years have any idea what they are going to do when they have finished school, or are

(*Turn to page* 52)

DAUGHTERS SCOUTS?

What Scouting Does for Girls

By JANE DEETER RIPPIN
National Director, Girl Scouts, Inc.

TO understand what the Girl Scouts can do for your daughters, it would be well to stop for a minute to consider what girl human nature is like and what it needs.

The girl who has not been spoiled by too many disadvantages in childhood is a promising and delightful creature when she enters her teens. She is all on fire to count, to grow up, to be on her own. She hungers for every kind of seeing and knowing and being. She feels beauty intensely. She is also a little scientist, pushed by a lively curiosity to find out how the wheels go around and what life is really like. She is a worker who longs for tasks which it is a credit to accomplish and she is an idealist eager for splendid deeds.

What can Girl Scouting give this girl who is passing from the weakness and dependence of childhood into womanhood?

Her most immediate need is for an environment which absorbs her leisure time and her abounding energies, an environment in which it is easier than not for her nature as a whole to find itself. It must afford a life she loves, which she will fly to even though a dozen jazz bands are calling her the other way. It must afford wise and understanding leadership and unobtrusive protection for the child she still is. There must be, too, a program of body-building and mind-building activities which lure her to work, to play, to song and rhythm, to craftsmanship, to the making of beautiful surroundings, to drama, to friendship, and to primitive experience with plants, birds, animals, flowers, and stars. There cannot be too much of this good bread of the spirit placed where she can reach out for it and enjoy it.

When such surroundings have been achieved, the problem of youth in revolt simply disappears. The girls begin to strengthen their bodies and to achieve the skills, the appreciations, the techniques, and the work-habits which will serve them well in the complex life of tomorrow.

Through our nature-lore program, which the girls follow both in camps and at home, we are endeavoring to give the girls a better opportunity to evolve a truer, deeper understanding of life. The romance of nature never fails to interest both young and old. It brings us nearer to that Infinite Power

(*Turn to page* 52)

Lewis W. Hine

The Girl Scout who has a particular talent is encouraged to develop it and can win special honors for drawing, writing, singing or any other form of artistic expression

Stowall

Take dish-washing out of doors, get everyone to help and who says it's drudgery?

Acme Newspictures

Hiking makes appetites. Girl Scouts know how to build a fire in a jiffy and prepare a delicious meal

Wide World

Good health, good comradeship, the joy of outdoor living, these are the priceless gifts that scouting gives

PARENTS *must* GROW

The habits of child care you formed when your youngsters were little must be constantly revised to meet the needs of growing boys and girls

By LETA S. HOLLINGWORTH

Author of "The Psychology of the Adolescent"

PROGRESS, whether of a person, of a family or of a whole nation, depends on ability first to form habits and then to break them, as time advances. Yet this continuous revision of habit is very difficult. In the first place, the art of habit-making and of habit-breaking is not generally taught human beings. The schools prescribe knowledge of physiology for the pupils, but they do not prescribe psychology. In the next place, even for those who know how, habit-breaking is hard, because it involves emotion to so great an extent. It is hard for us to *want* to break habits, even when we know how to do it.

When habit revision on a national scale is in question, sociologists speak of "breaking up the cake of custom." For a nation which is unable to break its "cake of custom" as time elapses, the penalty is backwardness, disorganization and finally loss of national independence. For an individual practically the same penalties are involved. The child who cannot "grow up" emotionally, that is, cannot break the familiar "cake of custom" bit by bit as he goes from one birthday to another, will not be able to organize himself on lines of progress. Thus he will be liable to fail of personal independence, so that he must live permanently in part or altogether under the guardianship of other people. These are the nervous invalids, "clinging vines," childish grown-ups, whom we see on every hand burdening themselves and the community. They have never revised their cradle habits. They could not do it because their parents were unable to revise their own habits of acting towards the changing child.

It becomes clear with the least thought about the matter, that habit revision for children must be founded upon habit revision for parents. It is indeed a wise child that reforms his own parent, seeing that this reformation has to begin before the child can walk or talk. Only an impossibly wise and able child can on his own initiative successfully lead his parents, step by step, to leave off old ways of acting and take up new ones. The parents must forcibly revise themselves; and if they do not, then the child simply cannot progress toward normal and successful adulthood.

To get down to concrete facts, let us consider a few of the habits which must be formed by every parent whose child is to survive infancy (unless a trained nurse is available): to put food into the child's mouth; to bathe the child; to dress him; to convey him; to put him to bed. These are a few of the minimum essentials in habits of baby-care. A parent who cannot form these habits will soon have no child. Moreover, the habits must be very strongly built into the parent. They must persist as long as infancy does. Now, infancy is very prolonged in the human species. Psychologists find that the average child cannot learn to put food into his own mouth with a spoon until more than a year after his birth; cannot learn to dress himself and care for his other primitive needs till even later.

Anyone who knows anything at all about human habits, knows that a habit which has become established by daily practice over a period as long as two years is hard to break. It will blindly persist, unless there is a planned, foresighted effort to break it, or unless something happens to compel the break from without.

Deliberate planning to revise habits is probably quite uncommon with human beings at all times; but in former times occurrences did, more commonly than they now do, compel the breaking of parental cradle habits. These events were the births of additional babies in rapid succession, into the family circle. A mother with a baby two days old and one two years old on her hands together, is compelled by these circumstances to revise her habits in regard to the latter. Moreover, by contrast the latter actually appears as a much older child, and as capable of doing things for himself. The older child can and must put food into his own mouth, must give up the crib and perambulator.

In modern times, in families where children do not appear in rapid succession, there is nothing to compel or guide parental habit revision save only foresight and knowledge. Where these are lacking, pitiful, and to the psychologist frightful, failures to grow up result.

WE have spoken so far of cradle habits only. Just as important and necessary are the habits which the parent must go on forming in relation to more advanced childhood. These are, for instance,

(*Turn to page* 48)

BEGINNINGS

By KATHARINE SHEPARD HAYDEN

This child of dreams should be a perfect one,
Lovely of body, keen and swift of mind;
Of nature reasonable, wise, and kind:
A lover of the seasons, wind, and sun:
One who should complete the thing begun,
And have the pioneering wit to find
Life a long, daring trek, its treasures shrined
In secret places, not too lightly won!

But when at last I saw that little face,
Some angel melted down my set demands,
Leaving my heart miraculously free
To be a generous and open place—
Enough, to hold those little clinging hands,
Ready, whene'er the child had need of me.

Have Your Children the DAILY BATH HABIT?

Establish a regular routine of tubs and stick to it for the sake of your children's health

By A. E. P. SEARING

Ruth Alexander Nichols

Let him take his own bath at an early age, mother reserving the right of final inspection

DO you remember how your baby loved his tub in the morning, and how he roared to be put back when you lifted him out, all fragrant and clean, when bathing was over? Later on, when he was older, and the bath came at bedtime you and he had great frolics, and he protested loudly at being parted from his beloved floating toys, and whimpered as he watched the receding water while you patted his back with a great soft towel. When did that daily bath cease to be a joy and become an ordeal? I'll tell you—it was when you ceased to regard it as fun, and made of it a duty!

Torn from his story-book or some other enchanting occupation and sent up to bath and bed before he is quite ready, a chant of nagging suggestion comes to him. "Son, are you trying to hurry?" "Johnny, aren't you *ever* going to be ready for bed?" "Don't forget to wash behind your ears and *do hurry!*" No time now for the floating duck or the swimming turtle—hardly a moment to get one good trip of the little sailboat from one end of the tub to the other. "Gosh, these grown-ups! Always wanting to make a fellow do something he doesn't want to do!"

The struggle to see that the children have daily baths often proves too much for the mother of the family. Gradually she slips into the habit of allowing exceptions to the daily routine and these are fatal to regularity. But if no exceptions are allowed, baths become a matter of habit, to be accepted without argument.

A MOTHER should see that her children assume the responsibility for their own tubbings as soon as possible. The five-year-old is capable of washing himself very clean and enjoying the process. Some supervision of neglected corners may be necessary and perhaps some help with drying, but most of the work can be done by the child himself. He will take pride in his responsibility and his mother will be saved valuable time.

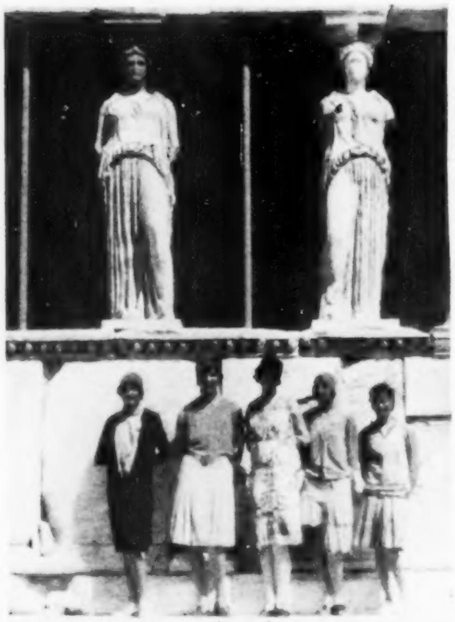
It is important to see that the bath is made attractive to children. In the first place, the water should be of the temperature of the body, and if it is naturally hard, a little borax added to it will make it much pleasanter to use. The child should have a bland, pure soap, and wash cloths and towels that are big and soft and pleasant to use. A child can wrap himself up in such a bath towel and be dry before he knows it. Some mothers assign different colored borders in towels and wash cloths to each child in the family and so avoid all confusion.

MAKE the bathroom an attractive room, see that an electric heater supplies extra warmth if needed at bath-time in winter, supply the child with a good powder for dusting after the bath and in every possible way emphasize the pleasure of cleanliness. It is a habit just as truthfulness is a habit and cleanliness has, of course, a direct bearing on health. A large amount of the waste product of the body is thrown off through the skin pores. These should be kept open by daily bathing in order that they may be fit to do their part in getting rid of waste matter.

How can we best help our children not only to establish the habit of a daily bath but to enjoy it? Did you ever know a boy or a girl who was not eager to go to the swimming hole or the bathing beach? Why? Because either place has in it the spirit of adventure, and an element of entertainment. In this age of almost universal plumbing most parents (*Turn to page* 71)

Why They SHOCK *the*

A frank discussion of the of young Americans and the



Five brave young things who are not afraid to match their charms against the marble perfections of antiquity

Gorgeous oriental robes and turbans reminiscent of Arabian Nights look strangely rakish against the clear light skins of youthful visitors from overseas

OUR recent American custom of letting loose on foreign countries thousands of young American student travelers gives thoughtful parents a chance they have never had before of appraising American ways of bringing up boys and girls. The best way to judge the effects of one's way of training one's child is to take him visiting. Against the background of someone else's furniture, someone else's household customs, every bad habit stands out with humiliating vividness. When Johnnie, at the home lunch table, refuses to eat his "nasty old soup," one may punish or plead or exhort or bear with him, according to one's temperament. But when he says that the iced consommé served at a birthday supper at a friend's house is "nasty old soup," one can only hang one's head before the hostess in scarlet embarrassment. Thoughtful Americans who observe student travelers in Paris or Geneva in the summer, and hear the comments of Europeans on them, have a lot to think about. For young Americans abroad behave as if they were young, and as if they were American, and the combination, to the cultivated man or woman of the world, is sometimes terrible.

And yet the American youth of today is the result of certain definite theories of education which began to be popular about fifteen or twenty years ago. We are getting the first crop of the Montesorri young people, the children who were taught all the facts of life at six, the little girls who were put into bloomers or overalls by mothers who had been brought up in frilly skirts, and had their hair bobbed for comfort and cleanliness by mothers who remembered what it was to carry two long braids of hair to school every day. The wholesale scrapping of repressions, formal manners, and dogmatic religious training was not done by our wild young people at all. It was done by their

The Near East tempts the eager collector with irresistible offerings of jewels and knives and other exotic wares

By MARJORIE
BARSTOW GREENBIE

Author of "Young America Travels Abroad"

WORLD

manners, morals and upbringing impression they make abroad

The Siamese devil chaser gave the evil spirits a moment's respite while he obliged as local color for two adventurers

These comic opera trappings once belonged to native wood carriers of the neighborhood of age-old Teng Woo monastery in the far interior of China

mothers and fathers for them, in the kindergarten. Now we have the results, and, by and large, they are probably good. But there are certain drawbacks. And it is just these drawbacks which show up glaringly when our young hopefuls are transferred to lands and social groups where the older customs prevail.

I have had an opportunity to observe student travelers abroad, both in Europe and around the world, for several years, and I find that their characteristics can be readily classified, and that they all have their origin in habits we are still inculcating in the kindergarten. Many of these characteristics are good. The only trouble is that the rest of the world is not used to them. Others may have served their purpose in childhood, but the young person should be taught to outgrow them, as he outgrows his mechanical toys and his alphabet blocks.

The worst characteristic of young American travelers is an excessive rigidity in certain habits of eating and personal hygiene. This, of course, is an outgrowth of one of the most valuable innovations in our bringing up of babies. We all train our babies to eat a fixed diet, carefully prescribed by specialists, to wear certain kinds of hygienic clothes, to bathe and care for the body according to a fixed routine. The present generation of young people is the first group of those so cared for, who are coming to maturity. And a fine, healthy lot they are, especially the girls. Now this has been of such incalculable value in reducing child mortality, and giving every child his proper physical equipment in life, that it seems positively blasphemous even to suggest a criticism of it. We all have ideas about hygiene and wholesome food which have all the power over us of a dogmatic religion. These rules are not to be questioned. Everywhere and always they are to be obeyed. To disregard them shocks us to the very foundations of our being.

This lively group found swimming a hilarious experience in the buoyant waters of the Dead Sea. RIGHT: *Boy and girl students outward bound keep fit in a shipboard gym*

For the young person, suddenly transferred from a careful home, to an out-of-the-way place in Europe,

there is often trouble and even despair which looks ridiculous to the experienced traveler, but has an intense reality to the person involved. I have seen a boy who had lost his toothbrush tramp and tramp all over a little French town, pleading, arguing, trying to find the one kind of toothbrush he had been taught to regard as most hygienic, and finally go without brushing his teeth at all, because he didn't dare to try any other kind! I have seen a group of young travelers reduced to hysterical misery in Jerusalem because there was a shortage of water, and they couldn't all get hot baths. Nothing would persuade them that they might keep reasonably clean with a sponge bath till they got out of the desert. If they couldn't bathe properly, they wouldn't bathe at all! Faced with excellent and wholesome course dinners at a good Italian hotel, with all the requisites of a well-balanced diet to be found on the menu, they will go out to a shabby little American café and buy ham sandwiches.

OF course this is not true of all student travelers from America. It is only a form of provincialism to which all inexperienced travelers are subject. But it is undoubtedly the American's weak point. He'll adjust himself to any idea without strain. He is moderately quick in social adjustments. But his precious standard of living, the little dogmas about food and cleanliness to which he was brought up in the cradle, are something he simply will not hear reason about. They are his religion.

COMING!

Shaping Your Child's Personality

¶ *Whether your boy or girl will be likable, happy and successful depends to a great extent on the traits you help him to cultivate.*

What the Modern Baby Eats and Why

¶ *A nationally known pediatrician outlines the diets that have made him famous for healthy babies.*

A Fitter Family Score Card

¶ *Home test for all the family. Rate yourself and your children and discover your family average of desirable traits.*

The Child Prisoner at the Bar

¶ *Any boy or girl may get into a scrape that ends in court. What are his chances there and what are your responsibilities as parents? An article that every father and mother should read.*

Are You a Nervous Mother?

¶ *If your answer is "yes" let the psychiatrist who writes this article analyze some of the underlying causes of "nerves" for you.*

There is undoubtedly a real difficulty here. To solve it an effort should be made, in bringing up our children, to take ideas of personal hygiene out of the realm of emotion, and subject them, as the child grows older, to reason. One should learn to recognize the essentials and to find and keep these under any circumstances. The essential thing is not to have a porcelain bathtub, but to keep clean. And one who is determined to keep clean can do it anywhere, without any vulgar fuss about it, either. Every young person who goes abroad to study or to travel should understand ahead of time the general customs of the countries in which he will stay. If he stops in a pension where hot baths are at a premium, and cost fifty cents apiece besides, he should not feel outraged and have a daily row with the landlord about the matter.

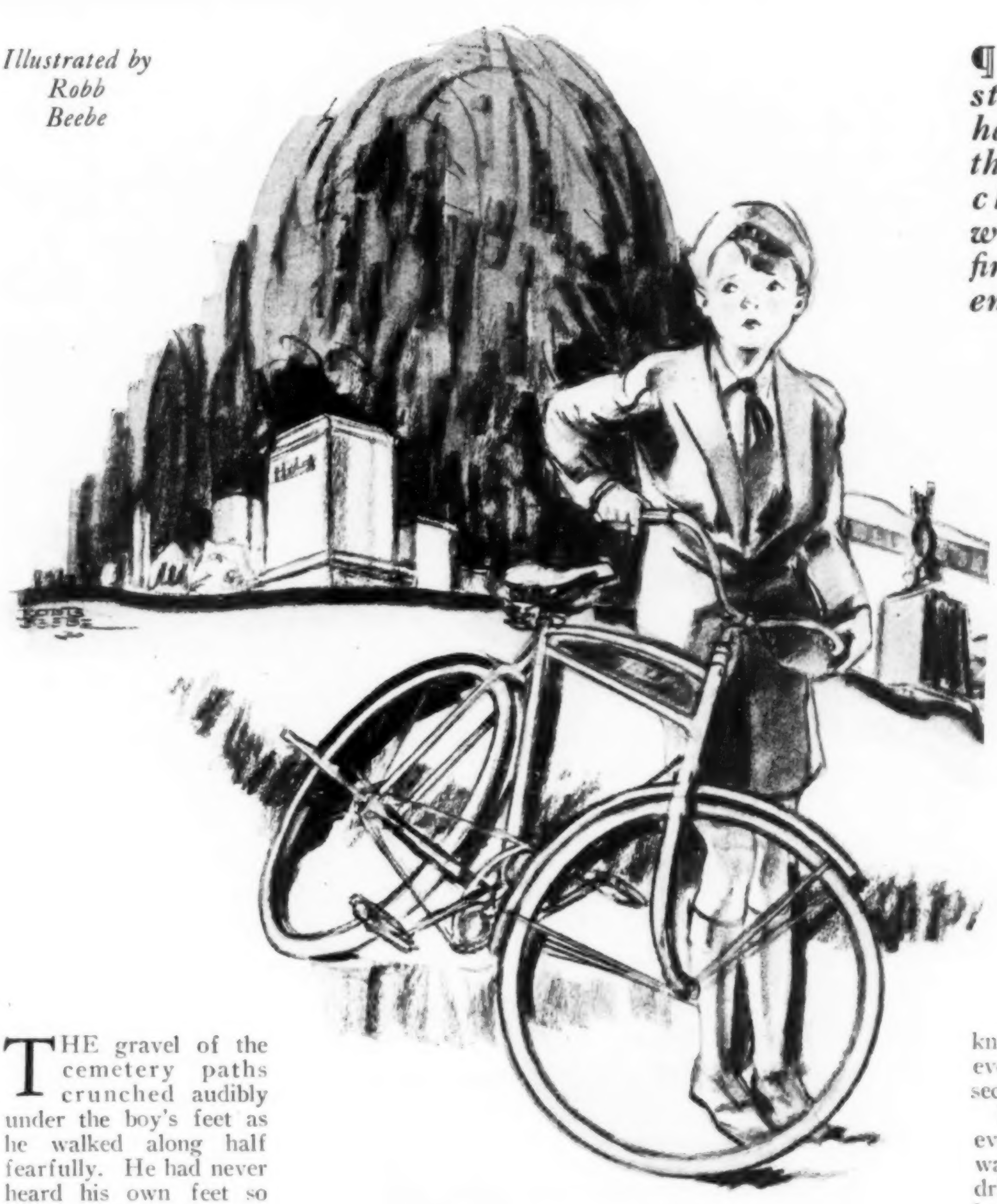
Again, take the matter of the continental breakfast. All over the continent people start the day with a roll or two and a cup of coffee. The coffee is often very poor coffee extract which barely flavors a liberal portion of boiled milk. Well, that's the way Europe is, and what can one do about it? Sometimes it is possible to get boiled eggs, and sometimes it isn't, and if one gets them an extra price will be added to the bill. Students traveling as many do, on very small allowances, constantly feel outraged by the extra bill for eggs, when they have paid what they understood to be an inclusive price for board and lodging. Eggs for breakfast seem to them just a normal part of one's diet. Probably all students would do well to abandon coffee and drink chocolate with their rolls for breakfast. They can always get the chocolate, and after they get used to it they will find that it sustains them very well. But, after all, the main thing is to get used to it, and to all other similar variations from one's home habits.

THE fact that young Americans consider their home ways, in food and hygiene, sacred does not mean that they take care of themselves while traveling; for they don't. Almost all of them stay up too late, roaming about long after midnight, and feeling groggy and cross in the morning. Almost all American girls smoke too much abroad, more than they do at home in most cases, and more publicly. Many of them drink too much. The drinking is increased by the fact that many of them have acquired another one of those good American habits which it is sometimes almost impossible to follow abroad. All young Americans are taught to drink plenty of water. Drinking water is not always readily available in Europe, and is sometimes not safe. Americans are plagued with a continual thirst. When they get beer or wine, they drink it as if it were water. The problem of water is one which I believe few American travelers, except those who never venture out of certain de luxe hotels, have ever solved. The best thing one can do is to make an allowance ahead of time in one's budget for the exorbitant price of bottled water, and then cheerfully pay it and forget about it.

Probably some one needs to work out for traveling Americans some scientific adjustments between our, for the most part excellent, hygienic habits and the inevitable limitations of foreign countries. If the young person would go abroad with the intention of keeping to moderately early bedtime hours, avoiding all spirituous liquors, finding a reasonable combination of vitamins and calories in any national menu and avoiding all food picked up at railroad stations or the often very poor little places purporting to serve American food, he could afford to adjust himself on a lot of other matters. In certain countries one should keep and use constantly a mild antiseptic for washing the hands and cleansing the mouth. It is better to keep it and use it than to cast too many reflections on dirt as one finds it. Excellent as our habits and our equipment for healthful living may be, one can't help feeling, when one meets Americans abroad, that we talk too much about them. It would not hurt our children to learn the good old rule of well-bred people that to discuss matters of private hygiene is not "nice."

A SECOND way in which our young travelers constantly offend is by neglecting certain social formalities. Many student groups receive most generous hospitality abroad, both from Americans and from Europeans of standing in their communities. Some travel organizations are able to offer social contacts of value as part of the tour. Very (*Turn to page 72*)

Illustrated by Robb Beebe



¶A poignant story of what happened behind the scenes in a child's mind when, for the first time, death entered his experience

Mildred was gone and no one would talk about it or tell him anything. He had to come to the cemetery to try to understand

TRUANT AFTERNOON

By HERBERT SLUSSER

THE gravel of the cemetery paths crunched audibly under the boy's feet as he walked along half fearfully. He had never heard his own feet so plainly before. It made him all the more conscious that he was in a place he almost feared to be, as though there were presences that were curious and that would make him uncomfortable there. As he trundled his bicycle beside him, he had a strange feeling of pride to think he had come, to think he was here. Not even the hundreds of white stones and the somber trees and shrubs could quite depress him. He had come. He had escaped.

Behind him in the schoolroom his grade would be sitting, with Mrs. Whiffen looking tired and stern, and the afternoon going on somehow, nobody much caring. The desk from which he usually looked out upon the cottonwood tree-tops and the power plant stack would be vacant, and they would all be wondering where Peter Nicholl was this afternoon. And they would never know. No one would ever know. It was his secret.

Nor would anyone ever know the days of waking dream that had driven him here. They had not guessed at home how often he had thought of that day three weeks ago, that other time, that only other time when he had been in this place, or in any such place. The cemetery. There it had been in pretty iron writing in the arch above the gate, "Hillside Cemetery." He had remembered from before. Then he had ridden with Uncle Robert in the bright new car they had all been so proud of before Mildred got sick. Mama and Papa had ridden with the minister in his car. Now the boy was coming back alone, not with a crowd. They wouldn't let him see much before. And they wouldn't talk. They wouldn't tell him anything.

That was the worst of it. He had seen his sister after she was dead. He knew what that was. He had seen dead robins and sparrows and other birds, and they had played "hospital" and "dead" together. He and

Mildred had played it together. But that had been just play. "Dead" didn't mean to them anything that had really happened, anything you had to think about.

The worst of it was this putting her out of sight. He had thought of it again and again. He knew the place. He thought every day, "The place is there." He remembered how the cars had gone, up this hill to the left in a long curve, and around behind some pines. He had noticed the pines. The blackbirds flocked in. He and Mildred had heard them often in the fall. This was the kind of day they always liked best. Leaves reddening, and some of them falling and blowing.

HE must have made pretty good time. But then, the road was good—at least the pike—until he had turned off into the little side road that had brought him here. That was where it had begun to be scary. The road was lonely. He could see that it had been built up through the swamp. Where it was all ruts and chuck-holes, he had walked, and that had given him plenty of time to feel the loneliness more. No one ever came this way except to go to the cemetery. They had thrown old pails, and tubs, and shoes, and every sort of rubbish down the sides. It was the kind of place you read in the newspapers about finding dead bodies. But it was beautiful too. The swamp was red and purply, and the sky was so clear, so blue, you knew no trouble could come. You were safe. Nothing could happen on such a bright afternoon. The earth was real. The sky was there, and full of wind, and you could feel it.

And yet where was Mildred—she was gone.

It *was* kind of scary. That's why he hadn't talked about it. He couldn't say to them, "I didn't know it was like this." They knew so well all about it that they wouldn't know what he meant. He was just finding out. Sickness: of course *that* he knew. But this silence about what happened afterward! And the hard part was that you couldn't do anything about it. It happened. And then nobody could do anything about it, except talk soft and not tell anybody anything. But here he felt better. Perhaps she was forever out of sight. But he could be near her here. He could feel that it wasn't quite over and just something for everybody to forget about.

Preference

By FRANCES M. FROST

I never had a daughter
With gold-and-copper hair
And eyes like brown brook water—
But I don't care!

He asked me for a daughter
But I gave him a son:
(On the first star every night
I wished for one!)

Son's hair is windy-dark,
He has a tilted nose
And little pointed ears that listen
Where the wood-thrush goes.

His daddy didn't want him much—
He wanted a daughter
With hair more coppery than gold
And eyes like brown brook water.

But I've got a faun's son
With wind-blown hair,
And if we never have a daughter,
I don't care!

The white altar and the lamb that he was passing he remembered from the time before. Uncle Bob had stopped just beyond, almost at the top of the ridge. The grave had been just over the top, on the other side, where the cemetery didn't have so many stones, just some low dark trees, and began to slope a long way down to the river. From where he had stood with Uncle Bob he had seen the cars passing on the Plank Road, and heard them rumble on the bridge where, as he could see, it crossed the river.

As he drew near, he hurried. He almost ran—until now, for the second time he topped that ridge, and stood looking down that slope.

There were little rounded risings in the sod, wider than the places the water-men had made in their front yard at home when they had fixed the water-pipes and Mildred had said that was where she had buried the Giant the morning after she had chopped down the Beanstalk. Then he saw hers, a little lonely from the rest. It was piled higher than the others, and the flowers were still there, but withered, and none of them pretty. It seemed too bad that it was there where everybody could see it that way, and grass hadn't grown upon it. These others looked so quiet and as though they had been rained on and the sun had shined on them and leaves had drifted down upon them and been raked off.

He walked on over, although he hardly wanted to stay there. There was nothing to see. It was better to look beyond, to the river. Some little oaks down near the edge of the slope had turned all red, and you could see the river between them, blue, blue, flowing between flat banks. It sparkled in the afternoon sunlight where he could see it through under the bridge and sheeted out farther on. It would be fun to go down there. He could pull the bike through the barbed wires, and go home on the Plank Road. That would bring him in on Saratoga Avenue, between the Fair Grounds and Puffer's Cider Mill.

He almost thought he'd go on right now. He could hardly tell why he had come. There was so much air, and you could see so far. He remembered the schoolroom, all varnish and chalk-dusty, and all of them thinking he must be away for some good reason. And he himself had thought there was a good reason. He had had to come. He had had to see—to know what there was that one could think about when he thought of her.

And there was nothing. A river, a far road, cars crossing a bridge, puffy white clouds, and a sun that would be setting pretty soon. There were just things to look at and things to do. You couldn't think about Mildred. He tried, but it was no use. Mildred wasn't there, wasn't anywhere. He could see now that that didn't make any difference. You couldn't think about a thing like that. It was silly to try, and it was foolish to be sitting here like this. Suppose someone should see him or come along and ask him what he was doing here. He couldn't say he was trying to think of something he couldn't seem to think about.

ALL the scariness was over. He'd *like* to come upon a dead body. He'd ride right into town and tell the cop—old Henry Bumstead. Then there would be some excitement. Their cop never did anything anyhow but stand on the corner by Nash's store and watch the cars go by. Sometimes he wouldn't let strange people park in front of the drug store to get sodas served them. They oughta have a good cop. He'd like to be their cop. They oughta have a young fella on a motorcycle, that would sit solid with his elbows out and scoot between cars, with a black leather holster on his hip. He felt like running, to get on the road again with the old bike.

He was already halfway down the slope and among the bright little oaks. The river was nearer and less interesting than it had looked. This (*Turn to page 71*)

The NEW IRONERS

The average ironing can be done in an hour by these machines that are economical of fuel and easy of operation

The new apartment type ironer may be lifted to a table-top for use, and stowed away after using. Its attachment plugs into a wall socket

By MARY ORMSBEE WHITTON

Author of "The New Servant—Electricity in the Home"

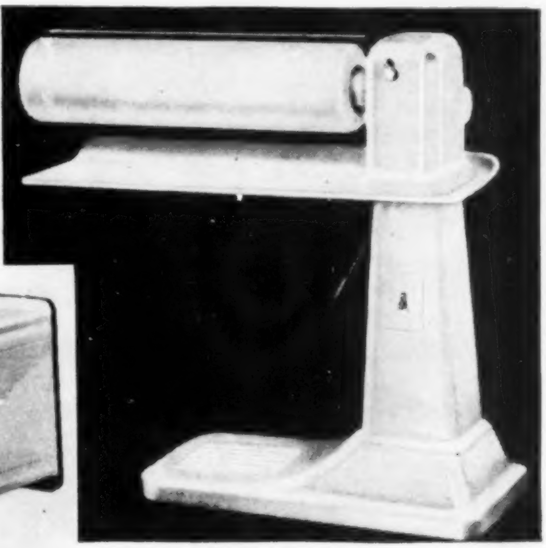
THE "news" in the field of electric labor-saving machinery for the last year and a half or so has been the steadily increasing shift from a large and sturdy type of apparatus in favor of that which is, comparatively speaking, small and handy. This same mode-trend, as fashion-writers call it, can be noted throughout the entire list—vacuum cleaners, floor-polishers, washing machines and so forth. The latest convert to the movement, however, is the electric ironing machine, which can now be seen not only in sizes labeled "household," but also in various types and models which are well adapted for average home conditions, even where that home is an apartment.

This is really a very encouraging state of affairs for the home-manager, because the accomplishment of the family ironing by hand has always been the greatest time-consuming element of all household labor. By use of the justly popular washing-machine, washing could be dispatched in an hour or so, but ironing remained seemingly interminable toil, especially for the household with young children.

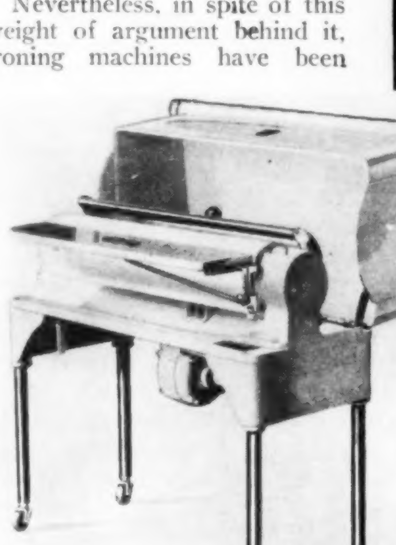
Nevertheless, in spite of this weight of argument behind it, ironing machines have been rather slow in working their way into the ranks of the best-sellers. The reason for this lies largely in the fact that earlier designs of ironing machines were better adapted for commercial or hotel service than for use in the average home. This is not to decry for a moment the efficiency of these older machines (one has been used in the writer's own household for the last seven years), but they had two great drawbacks as far as widespread popularity was concerned. They required far more floor space than the average home could spare and, although motor-driven, for economy's sake they were gas-heated. It is true that one of the older machines could be ordered electrically heated, but with the size and type of ironing roll then employed, this meant heavy current consumption, while in many instances special wiring was required. Naturally these hindrances to household growth were recognized by the different manufacturers, who began improving their designs, each year approaching somewhat nearer a genuinely "domestic" form of ironing machine. Accordingly, it will be well worth while for the woman who a few years ago dismissed these older types as impractical to study the new machines now offered.

First, of course, comes the "standard" machine, which is now decidedly less bulky than was the standard of several years ago and much more easily operated. To meet the objection that even this requires more space than many homes can offer, manufacturers have combined the ironing-machine idea with that of the kitchen table. In an earlier

(*Turn to page 74*)



Note the open-end construction of the ironing roll, which makes it easy to iron shaped pieces as well as flat work. This roll swings into a vertical position, requiring little space for closet storage



Full-size electric ironer with hinged table-top cover. When not in use for ironing, it provides a sturdy enamel-topped table for everyday service in the kitchen

Cultivating Good
APPETITES IN BABIES

Appetite is a precious asset. This specialist tells how mothers may best safeguard and train the child's

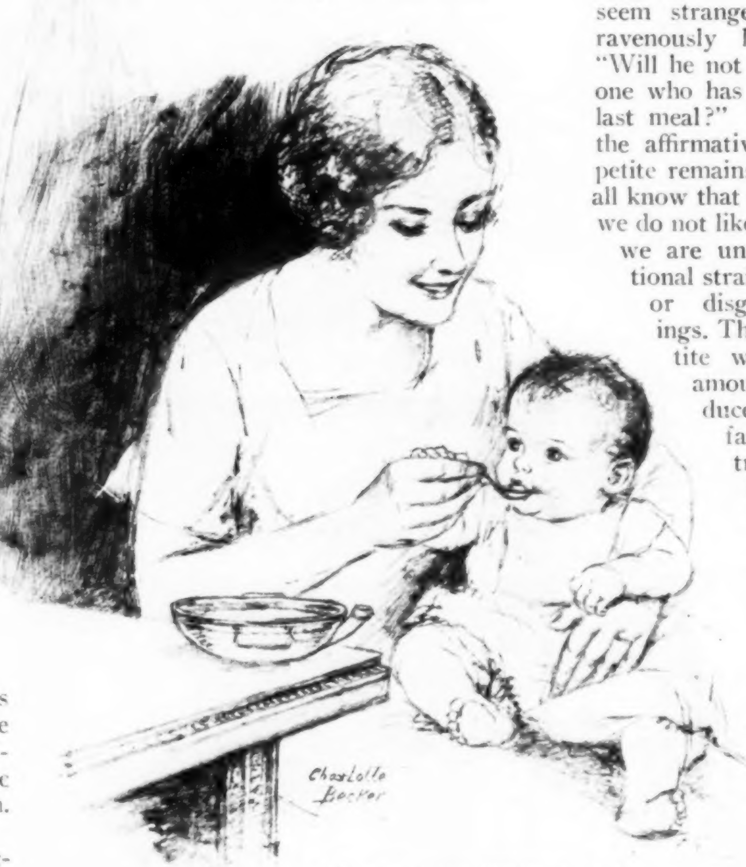
By C. A. ALDRICH, M.D.

Author of "Cultivating the Child's Appetite"

IF I were to set out upon an automobile trip without knowing when to apply the brakes or how to step on the accelerator or which was which, I would probably ruin the machine. This is what many mothers and nurses are doing with the appetites of their new-born babies, in spite of their good intentions. It is to teach the mechanism by which appetites are controlled that this article is written. Obviously such knowledge will be of most value if it is mastered before beginning the journey.

To develop good appetites in most infants is easier than learning to drive a car because we have at our elbow a wise counselor in Nature. Most of the poor appetites formed are due to ignorance or to disregard of Nature's warnings. Some of the important points which mothers and nurses should know will be outlined here, and some of the dangerous curves will be pointed out in the hope that fewer mistakes will result. But before taking up these practical matters it is necessary to inquire into the mechanism of braking and acceleration, to learn something of the nature of appetite and its growth.

Illustrated by Charlotte Becker

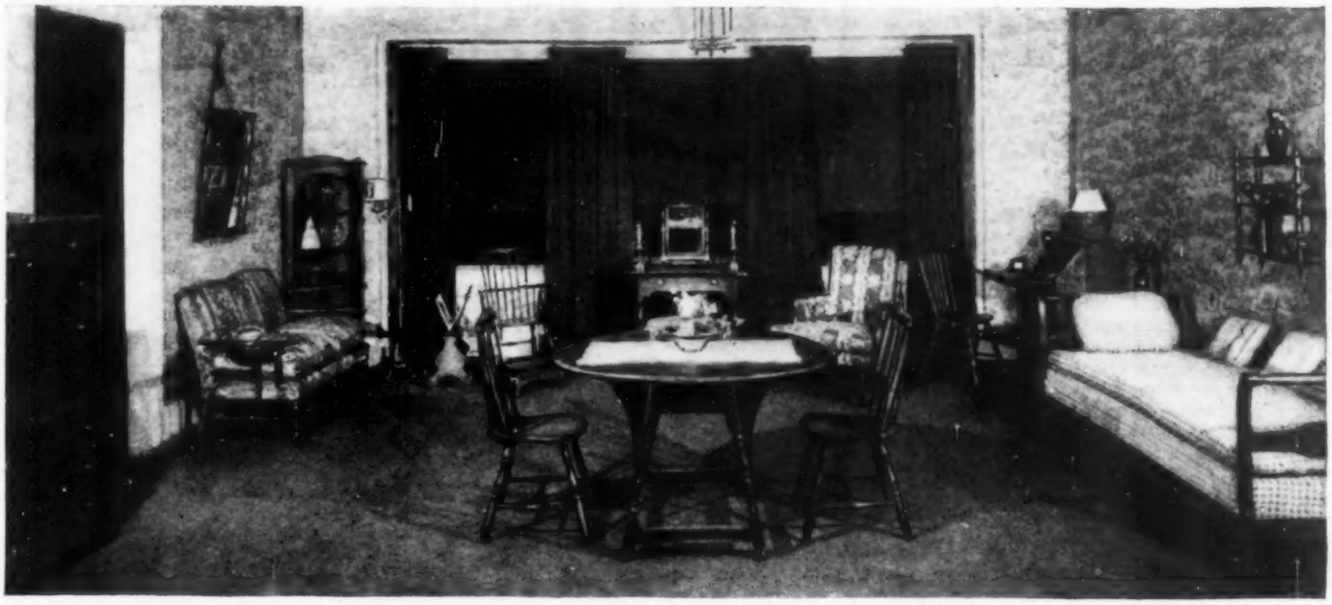


Most infants will take food from a spoon at four months—a small amount is sufficient at first

THERE are two known factors which urge us to eat—hunger and appetite. Hunger is an uncomfortable sensation located in the abdomen and due to large, wave-like contractions which periodically pass over the empty stomach. Appetite, on the other hand, is the pleasurable anticipation which we have of food, and is brought into play by the sight, smell, or thought of good things to eat. In order to use rational methods in stimulating appetite the natural interplay of these two attributes must be understood.

Hunger, a purely physical sensation, serves merely to call our attention to the fact that our stomach is empty. Appetite, a psychic phenomenon based on pleasant memories of food, is evoked whenever the subject of food enters consciousness and serves to stimulate the flow of digestive juices and to control the amount we eat. Thus hunger calls to mind the fact that we need food, while appetite tells us how much to eat and helps us to digest it. This conception of the limited function of hunger may at first seem strange. "What of the ravenously hungry man?" "Will he not eat more than the one who has had plenty at the last meal?" The answer is in the affirmative only if his appetite remains unimpaired. We all know that even when hungry we do not like to eat much when we are under extreme emotional strain or in unpleasant or disgusting surroundings. This is because appetite which controls the amount we eat is reduced by these psychic factors, and I shall try to show how this applies to the baby and his food.

LET us picture for a moment the new-born infant. A psychologist might describe him as a thoughtless, reflexibly functioning vehicle for impressions. He is full of potentialities in all sorts of directions, but we now focus our attention upon his particular function of eating. With what is he equipped to put food into his stomach? He has an inborn nerve reflex which makes him suck and attempt to swallow when anything is applied to his lips or to the near-by surrounding parts. He will (*Turn to page 76*)



Photograph courtesy N. Y. *Telegram*

Furnishing the WHOLE-FAMILY HOUSE

Teen-age boys and girls need rooms that are unmistakably their own. Consider with them the suggestions as to furnishing and decoration offered by this article

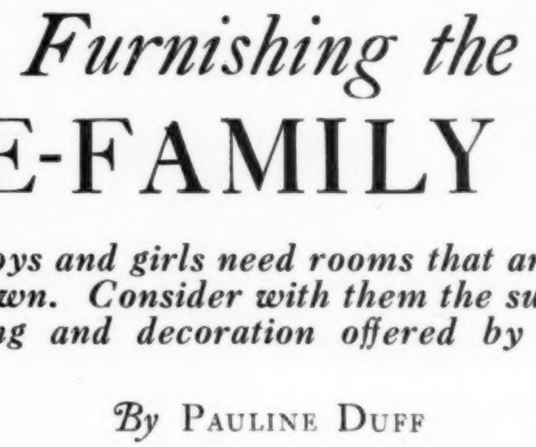
By PAULINE DUFF

Interior Decorator and Home Consultant

THE difficult, self-conscious years of adolescence are made easier for the semi-grown boy or girl, and for the entire family, if Junior or the "junior miss" has a room of his or her own in which to entertain contemporaries away from the demands of the younger children and the restraining presence of elders.

Boys and girls in their teens need privacy and independence. Frequently their elders fail to understand this. Their very natural desire to be alone with friends of their own age should not be regarded with suspicion, but should be recognized as a growing consciousness of self, which is often painful. The wise mother realizes that this is a crisis in her control over her children and that to keep them interested in their home she must meet this crisis in a manner satisfactory to youth. Many a child at this age is restless at home, always wanting to go off to the home of a friend, or to the movies, and many a mother is ignorant of the fact that the fault is not with the child but with the home. This is her opportunity to develop a child's sense of pride in his home, to cultivate his sense of hospitality and to make it possible for him to be natural and comfortable within his own home.

The average house, with the living-room which every one shares, affords no opportunity to the growing boy or girl for entertaining personal friends in comfort. The playroom is definitely the property of the younger children and has been outgrown. The simplest method, then, of coping with this problem in the average home is to make the bedroom of the boy or girl who has reached this age, into a bed-living-room. Here he may proudly receive his friends, assured of privacy, in a room which is undisputedly his own. The fact that this room is practical as a sleeping place need not detract from its appearance as a living-room.



Two straight chairs of ladder-back type with rush bottoms, attractively decorated, are useful and inexpensive for the child's room

THE widespread interest in Colonial furniture which has developed during the past few years, and the fact that early American maple reproductions (or furniture inspired by it) is used in thousands of homes today, makes the choice of furniture of this style for the young person's room a logical one. It also affords an opportunity of vitally interesting a child in (*Turn to page* 60)

GOOD MOVIES *and* BAD

A Reliable Guide for You and Your Children

HOW TO MAKE THE MOST OF THIS DEPARTMENT: The time it takes for films to be exhibited throughout the country varies greatly. Consequently, if you are looking for information regarding some specific picture, it may be necessary to look through the reviews in back issues of this magazine. In response to an excellent suggestion from a subscriber, THE PARENTS' MAGAZINE offers a box file containing alphabetical guides and 500 cards, so that a reader can clip the reviews as they appear, paste them on these cards and file them for convenient reference. Send $1.50 for this unique Motion Picture File to THE PARENTS' MAGAZINE, 255 Fourth Avenue, New York, N. Y. Information on how Parent-Teacher Associations, mother clubs, churches, and other organizations can use these files to great advantage will be sent on request.

Mary Brian and Gary Cooper in "Only the Brave," a charming picture for the whole family

ACROSS THE WORLD WITH MR. AND MRS. MARTIN JOHNSON (*Talking Picture Epics*)—A record of adventure in many out-of-the-way places and among rarely visited peoples, such as cannibals, pygmies and head-hunters. It is a remarkably interesting picture and shows rare courage, endurance and skill on the part of Mr. and Mrs. Johnson. The latter half of the picture, in which the Boy Scouts figure, and which shows magnificent scenes of wild animals, will have greater appeal for younger children. (U) *For A:* Very interesting. *For Y:* Excellent. *For C:* The latter half only is suitable.

ANYBODY'S WAR, with Moran and Mack (*Paramount*)—Amos and his little mongrel dog provide hilarious fun in the trenches at the front. It is typical of the entertainment furnished by the Two Black Crows. (U) *For A:* Amusing. *For Y:* Great fun. *For C:* Very entertaining.

AROUND THE WORLD VIA THE GRAF ZEPPELIN, with Hugo Eckener (*Talking Picture Epics*)—A tremendously interesting portrayal of this great achievement, which shares with spectators some of the thrills which those on the flight must have experienced. It leaves a vivid impression and is a splendid contribution to visual education. No one can fail to find this entertaining. (U) (E) *For A:* Very entertaining. *For Y:* Excellent. *For C:* Excellent.

Best Recent Films for Young Folks

Burning Up
The Cohens and Kellys in Scotland
Dance Hall
Devil May Care
Disraeli
The Feminine Touch
The Forward Pass
Give and Take
The Golden Bridle
The Great Gabbo
Half Way to Heaven
His First Command
Hit the Deck
Honey
Hunting Tigers in India
In Old California
Isle of Lost Ships
It's a Great Life
Jazz Heaven
Let's Go Places
Little Johnnie Jones
The Long, Long Trail
Lucky in Love
Marianne
Nix on Dames
Not So Dumb
Only the Brave
The Return of Sherlock Holmes
Romance of the Rio Grande
Sally
Seven Faces
Seven Keys to Baldpate
So This Is College
Speedway
Taming of the Shrew
The Vagabond King
The Viking
Welcome Danger
Words and Music
Young Nowheres

BE YOURSELF, with Fannie Brice (*U.A.*)—A cabaret dancer takes a lazy prizefighter in hand and brings him to success, defeating a rival "gold digger" on the way. Usual Fannie Brice stuff. (E) *For A:* Mediocre. *For Y:* Hardly. *For C:* No.

BLAZE OF GLORY, with Eddie Dowling (*Sono Art*)—A jumble of the great war, murder, court trial and vaudeville songs and dances. Some points of interest, especially the fine work of Henry B. Walthall as lawyer for the defense. (E) *For A:* Fair. *For Y:* Fairly entertaining. *For C:* Perhaps.

CAPTAIN OF THE GUARD, with Laura LaPlante and John Boles (*Universal*)—Opening with an apology for historical inaccuracy the drama unfolds pleasantly but without conviction or sustained interest. The final scenes of the storming of the Bastille are the most effective, but as a whole it is undistinguished musically or otherwise. (U) *For A:* Hardly. *For Y:* Passable. *For C:* Not recommended.

CAUGHT SHORT, with Marie Dressler and Polly Moran (*M-G-M*)—A penetrating satire which is very amusing with sparkling humor and excellent acting to recommend it. It will appeal to adults more than to children. (U) *For A:* Amusing. *For Y:* Little interest. *For C:* No interest.

COCK OF THE WALK, with Joseph Schildkraut (*Sono Art*)—An eccentric and flirtatious musician saves a girl from suicide, and later marries her to provide a home for her. A mutually beneficial insurance agreement causes her to again attempt suicide to help her husband when he needs financial assistance. It provides light diversion for adults, but is quite unsuitable for children. (U) *For A:* Entertaining. *For Y:* Unsuitable. *For C:* No.

CRAZY THAT WAY, with Joan Bennett (*Fox*)—Stupid story ridiculously told, badly overacted by Jason Robards and others. As poor as a movie of the early days. (E) *For A:* Stupid. *For Y:* Stupid. *For C:* Poor.

CZAR OF BROADWAY, with John Wray and Betty Compson (*Universal*)—The "Czar" is a racketeer whose amatory adventures and disreputable business activities are portrayed in detail and made rather glamorous and thrilling, in mawkishly sentimental fashion. It cannot be recommended for a critical audience. (U) (E) *For A:* No. *For Y:* No. *For C:* No.

DARK STREETS, with Jack Mulhall (*First National*)—Ordinary gangland thriller, with dual role for Mulhall as policeman-crook hero. (E) *For A:* Mediocre. *For Y:* Doubtful. *For C:* No.

DOUBLE CROSS ROADS, with Robert Ames and Lila Lee (*Fox*)—Another melodrama of crime and criminals, the theme of which stresses the difficulty of individuals in ever escaping the hold of the gang of which they were once a part. In this story gang fights gang also, which provides intensely exciting situations the realistic presentation of which seems of doubtful social value. As entertainment for adults it is perhaps a matter of taste, but it is thoroughly unsuitable for audiences of impressionable ages. (U) *For A:* No. *For Y:* Unwholesome. *For C:* No.

FREE AND EASY, with Buster Keaton (*M-G-M*)—Mostly inane and harmless, but attains cheapness in spots. Probably stupidest Keaton picture to date. Poor Buster Keaton's voice! (E) *For A:* Stupid. *For Y:* Harmless. *For C:* Hardly.

THE FURIES, with Lois Wilson and H. B. Warner (*First National*)—Murder-mystery triangle, full of suspense and notably well-acted. Gripping plot is really out of the ordinary, but strains credulity in spots. (E) *For A:* Rather good. *For Y:* Gripping. *For C:* Hardly.

THE GAY TROUBADOUR, with Ramon Novarro (*M-G-M*)—A romantic tale of the gay escapades of a student whose notorious love affairs in Madrid hinder his new one in Seville and culminate in a duel. It provides opportunities for Novarro to sing pleasantly and often and entertains after a fashion. (U) (E) *For A:* Perhaps. *For Y:* Passable. *For C:* Little interest.

THE GIRL IN THE GLASS CAGE, with Loretta Young (*First National*)—Sordid, unhealthy story of small-town life and the city underworld, with plenty of sex element. (E) *For A:* No. *For Y:* No. *For C:* No.

HIGH SOCIETY BLUES, with Janet Gaynor and Charles Farrell (*Fox*)—A light, humorous and pleasant comedy of a newly-rich people who are unconscious of the snubs they receive from those already socially established. In the end a boy and a girl prove that true love has no barriers. It is the type of romantic story skilfully blending humor and pathos which usually has great appeal. (U) (E) *For A:* Entertaining. *For Y:* Good. *For C:* Harmless.

(*Continued on page 79*)

What the Abbreviations Mean

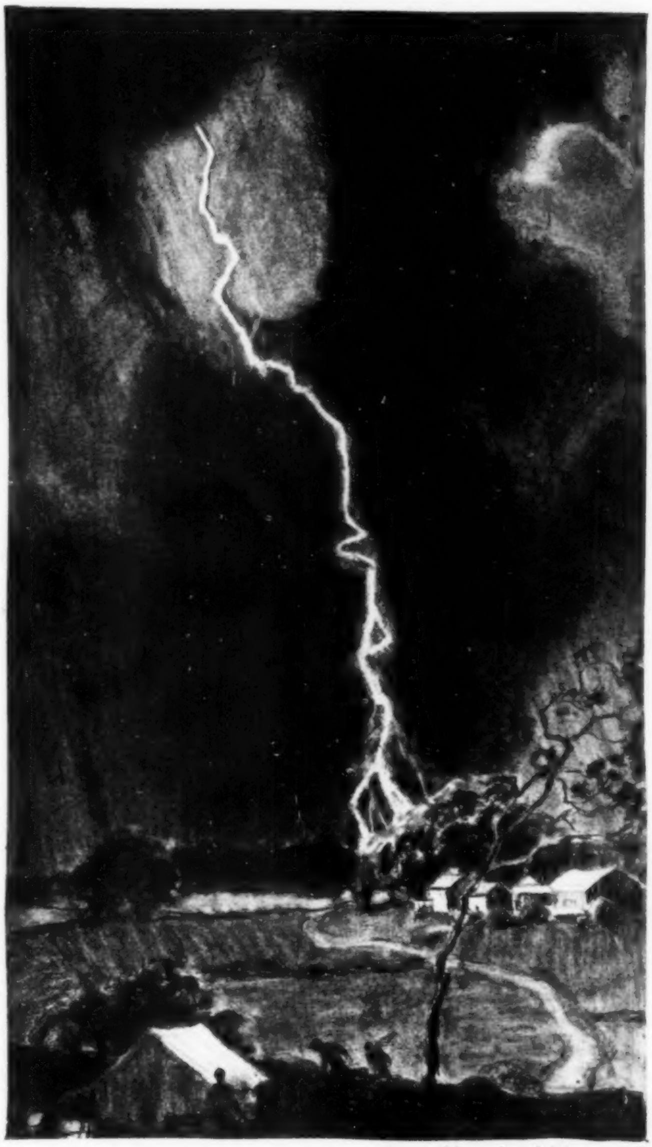
E—The judgment of the National Film Estimate Service, an organization unaffiliated with the motion picture industry, having a corps of well-qualified volunteer reviewers throughout the country.

U—The judgment of the Motion Picture Committee of the Women's University Club, Los Angeles.

For A—For intelligent adults.
For Y—For youths, 15 to 20 years of age.
For C—For children, from 10 to 15 years.

Why Risk Typhoid?

20 times more dangerous than lightning!



© 1930 Metropolitan Life Insurance Co.

WHEN lightning flashes and thunder roars, timid folk are often frankly scared and even the most stout-hearted are awed. They can see the threatening danger against which they are helpless. Yet most of these very people ignore an unseen danger against which they can protect themselves. It is typhoid fever, and it costs twenty times more lives than lightning.

Typhoid kills one out of every ten attacked. Those who recover are left in such a weakened condition that for two or three years following an attack, the deathrate among them is twice the normal rate. Sometimes typhoid leaves after-effects from which the patient never recovers.

Most cases of typhoid are contracted by people away from home — touring, hiking, camping, traveling. The disease is caused by eating or drinking something contaminated by typhoid germs. Water that tastes delicious and looks crystal clear, or raw milk and uncooked foods may carry the disease. If you swallow enough typhoid germs and are not immunized, typhoid fever is almost certain to develop.

But you need never have typhoid fever. It is one of the few preventable diseases.

By means of three simple, painless inoculations — entirely safe and leaving no scar — your doctor can make you immune from typhoid fever for two or more years. The United States Government tests and approves all typhoid vaccine before it reaches physicians.

Before you start on your summer outings in the country, consult your physician as to the advisability of being inoculated. Make sure that typhoid will not claim any member of your family. Metropolitan will mail free, its booklet, "The Conquest of Typhoid Fever". Ask for Booklet 630-Y.

THE LIGHT THAT NEVER FAILS

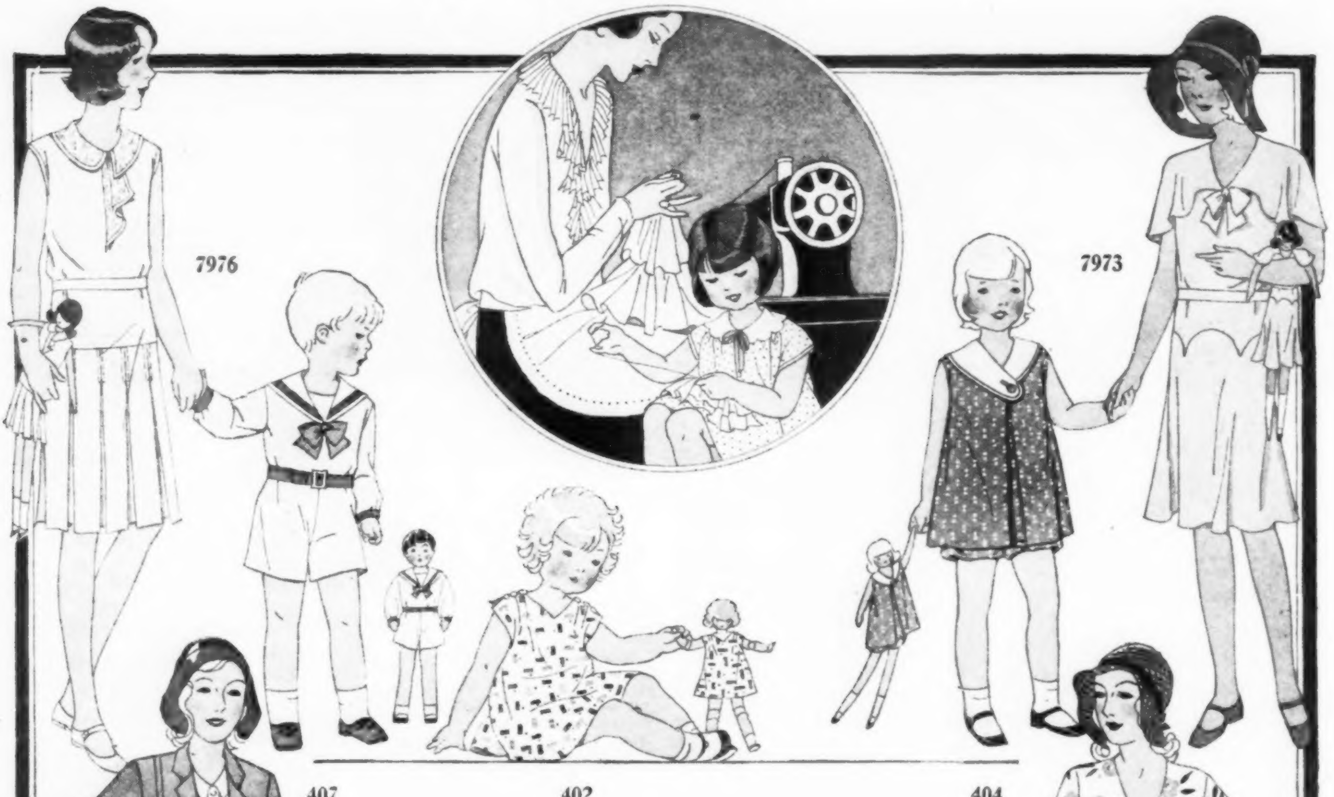
METROPOLITAN LIFE INSURANCE COMPANY

FREDERICK H. ECKER, PRESIDENT — ONE MADISON AVE., NEW YORK, N. Y.

FROCKS YOU CAN MAKE

A unique feature of these patterns is that with each comes a pattern for a doll's dress of the same design

By ELAINE DE FOREST, *Fashion Editor*



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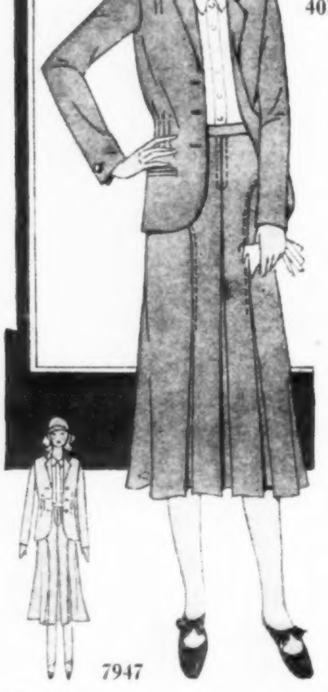

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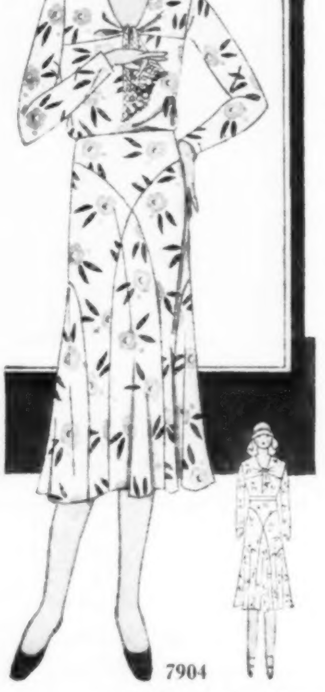

7904

EACH PARENTS' MAGAZINE SMARTSTYLE PATTERN has its accompanying tiny replica so that small daughter can make a new dress for dolly to match her own. If you help her a bit with the cutting and then let her watch and do as you do, you will be surprised how quickly she learns to sew. The doll's pattern requires no additional material as it can be cut out of scraps from the child's dress.

The more feminine styling of mature wardrobes has influenced the very young generation's outfit to a certain extent. Plain frocks for play, of course, but a bit of lace edging, a knot of ribbon and a touch of handwork are now permissible.

Colors, too, are conspicuous in adding charm and gaiety to these small frocks. Bright prints have been favorites for several years now, and continue to please. Polka dots have returned (*Turn to page* 51)

Back views are shown on page 51

7947—Girl's Suit of covert cloth, tweed or piqué, with the new nipped-in effect at waist. Designed for 14 to 20 years. 16 years requires 2⅞ yds. 54-in. material; blouse 1½ yds. 39-in.; jacket lining 1⅞ yds. 35-in. fabric.

7904—Girl's Dress of flat crêpe de Chine, cut with graceful diagonal lines. Soft fulness and a lace jabot finish the neck. Designed for 14 to 20 years. 16 years requires 3⅝ yds. 39-in. material and ⅝ yd. of lining.

7976—Girl's Sleeveless Dress of Shantung, crêpe de Chine, tub silk, gingham or percale Designed for 6 to 12 years. Ten yrs. requires 2¼ yds. 35-in. material or 2⅛ yds. 39-in., with ⅜ yd. contrasting material.

7973—Girl's Dress with circular skirt and graceful bertha. Charming in voile, batiste or crêpe de Chine. Designed for 6 to 12 years. Ten years requires 2¾ yds. 35-in. material or 2½ yds. 39-in. material.

407 — Small Boy's Suit which can be most effectively developed in broadcloth or piqué. Designed for 2 to 8 years. Six years requires 2⅞ yds. of 32-in. material. Use a contrasting color for collar trimming and cuffs.

402—Child's Dress of batiste, dimity or voile. Two pleats in each shoulder and buttons and loops are all the trimming necessary. Designed for 2 to 8 years. Six years requires 1¾ yds. of 32-in. material.

404—Child's Bloomer Dress of sateen, gingham or percale with new collar and single inverted pleat at center front. Two to 8 years. Six years requires 2⅝ yds. of 32-in. material. Use white broadcloth or piqué for collar.

These patterns are obtainable from THE PARENTS' MAGAZINE, *255 Fourth Avenue, New York, N. Y. State number and size of design desired.* PRICE 25 CENTS.

Kids *and* Pups

Children Love to Have Their Pictures Taken with Their Pets

How to take really interesting pictures of your children, with the child's best foot forward, offered parents in special Service Booklet, sent without charge, for coupon.

BILLY with his dog. Betty with the kitten she fondles so alluringly! *Your children in their most appealing moods!*

Are you preserving these magic childhood days in pictures? Do it! *By all means, do it!* It's so much better to take pictures now than to be sorry, in a year or two, you didn't.

Billy soon will be a man. Sooner than you realize. Betty, a debutante. Children stay children so tragically fleeting a time!

USE KODAK FILM

It gets the picture

Kodak Film is dependably uniform. Its "range of feeling" and the speed with which it records the scene when you click the shutter are protection against too much or too little sun—against a soot-and-whitewash effect. Insist on the always dependable Kodak Film in the familiar yellow box. It gets the picture.

But you can keep them children always—in snapshots. Take a few every week-end. You'll have a record of their most attractive days that's priceless beyond words.

Start this week-end. Take your children with their pets. Take them with their grandparents—take them in a score of ways that you'll love to look back upon through the years to come.

To Help Parents Get Really Interesting Pictures

To help parents get the kind of snapshots that become more and more interesting with age, there is a new and informative book, "Taking Pictures of Your Children at Their Best." Full of illustrations. It suggests poses, "props," lightings and backgrounds. It tells how to take pictures that show the child with its best foot forward . . . . pictures that others will praise . . . . precious pictures that will hold a thrill for you every time you open the album.

If You Have No Kodak

If you have no camera, you can obtain a Brownie for as little as $2. And a Kodak for as low as $5. Either is easy to use, either makes excellent snapshots.

The Modern Kodaks with fast lenses are especially desirable because they don't require bright light. Clear or cloudy, and even indoors, wonderful pictures are the rule with these marvelous Modern Kodaks. See them.

Meanwhile, send for the book. You'll surely be glad that you did, for it tells exactly how to take the most interesting pictures of your child.

MAIL COUPON FOR FREE BOOK

EASTMAN KODAK COMPANY, Rochester, N. Y.

Please send me free the illustrated book telling how to take pictures that show children at their best.

*Name*______________________________

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*City*______________ *State*____________

P.M.-6

KODAK

Only Eastman Makes the Kodak

The above is a CERTIFIED ADVERTISEMENT. See page 82 for Advertising Standards.

FAMILY FUN

And Things for Children to Do and Make

Edited by THE PLAYGROUND AND RECREATION ASSOCIATION OF AMERICA

WITH playground apparatus and equipment for games, many families have built their own summer resort in the home backyard. The following suggestions will help in utilizing the yard for family fun.

TREE HOUSE—A platform around the trunk of a tree will supply a base for games of adventure all summer long. If the branches grow fairly low and horizontally, they will furnish a skeleton on which the platform may easily be erected. With the branches as radii, stout pieces of boards are nailed like the meshes of a spider's web from one branch to another. But if the platform is to be constructed around the trunk and near the ground, the spokes of the wheel must be put up. These are 2x4 boards, three feet long. As many as are necessary to make a strong underpinning are used, depending on the size of the tree.

These spokes or braces are toe-nailed to the tree trunk and each board is braced by a 2x4 support running from the under side of the spoke to the trunk about two feet below. The ends of these supports are sawed off at an angle to make a snug joint. After the spokes with their supports are in place, the boards of the platform are nailed from one spoke to another around the tree. A railing is made by putting at the edge of the platform sufficient 2x2 upright pieces about three feet in length. Narrow strips of 2x2 run from one upright to the next and there can be a second railing half way up.—*A. R. F., N. Y. C.*

SUMMER is party time in our family. Winter parties, held in crowded, overheated rooms hold no place in the schedule of my small children. We hold our parties on the lawn where the children can romp to their hearts' content and needn't be afraid of the bric-a-brac. Such a party is easier for mother.

The lollipop tree was the center of interest at our last summer party. We chose for it a willow whose branches weep close to the ground, so the "pops" would bloom conveniently near the hands of little folk. The invitations were written on a jolly, cutout gingerbread man drawn on heavy paper and colored. They read as follows:

"Come to my party," says the Gingerbread Man,
"Come and make merry while you can;
At Donald Rex's at half past three—
And we'll all dance round the lollipop tree!"

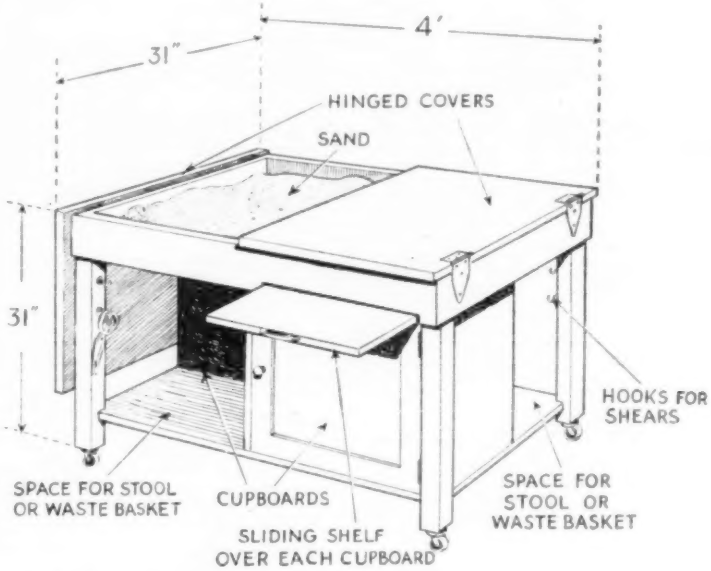
Gay balloons flying from all branches, and gingerbread men peeping through the leaves vied with the budding lollipops to brighten the scene. After the decorations have remained long enough for the children to admire them, which I have found is soon after refreshments, we join hands and circle the tree, singing in the familiar mulberry bush manner:

Here we go 'round the lollipop tree,
The lollipop tree, the lollipop tree;
Here we go 'round the lollipop tree
On a birthday (or summer) afternoon.
Oh, the lollipop tree is tall and wide,
It has lollipops growing on every side;
We reach up high and pick them off
On a birthday afternoon.

When the children are tired dancing around the tree the grown-ups snip off balloons and gingerbread men favors for everybody and two of the children pass them around.

Another feature of our summer parties that the children love is the treasure hunt. Buried in various parts of the yard, with strings leading to the hiding places, are the little, inexpensive toys that children love so well—pails, shovels, boats, automobiles, dolls and what-not. The girls follow red strings and the boys white.

Refreshments are served out of doors in a play store, with the kitchen table as the counter. The children form in line, the younger ones leading, and each in turn applies for an ice-cream cone, and for cake wrapped in a paper napkin. After these refreshments the children play games until time to go home.—*Mrs. S. H. R., South Dartmouth, Mass.*


31"
4'
HINGED COVERS
SAND
31"
HOOKS FOR SHEARS
SPACE FOR STOOL OR WASTE BASKET
CUPBOARDS
SLIDING SHELF OVER EACH CUPBOARD
SPACE FOR STOOL OR WASTE BASKET

A play table on rollers is a great convenience in a family with children. An amateur carpenter can build this one

A PLAY TABLE—Cutting, painting, modeling, building—how important they are to the child's creative development! Yet to have play materials scattered about is discouraging both to the mother and the child. The unique table shown in the diagram provides a complete workshop for young artisans. Equipped with casters, it may be taken to the porch or the yard on summer days. It has brought much happiness to our children.

The zinc-lined sand tray has a hinged cover, which, when closed, makes a satisfactory work table. Under the table are two cupboards, occupying the right half of each side. In these are kept the various tools and materials for handicrafts, as well as the child's treasures. Just above each cupboard is a sliding shelf which serves as a writing desk and provides additional building space. The depth of each cupboard is half the width of the table, so that there is a recess on each side large enough to accommodate a stool and a waste basket. Scissors hang on hooks screwed into the table legs. The construction of the table is so simple that amateur carpenters may build it.—*Mrs. H. S. K., Osage, Iowa.*

One Dollar will be Paid

On publication, for short contributions telling how you and your family have fun together. No manuscripts will be returned. Address Family Fun Editor, THE PARENTS' MAGAZINE, 255 Fourth Avenue, New York City.

$3300 in prizes for mothers

MENNEN BABY OIL
MENNEN BORATED BABY TALCUM

(a) For a NEW NAME for Mennen Baby Oil

(b) For the BEST LETTERS on Mennen Baby Oil

BABY Oil is a new product of the laboratories of The Mennen Company, famous as the makers of Mennen Borated Baby Talcum.

It is a high grade, sterilized, medicated blend of oils, specially prepared for the massaging, general care, and protection of baby's body.

We want a better name for "Mennen Baby Oil"—and are asking the mothers of the country to help us. There is nothing to buy. All you have to do is to go to your neighborhood druggist and he will give you a FREE Sample of MENNEN BABY OIL together with Entry Blank and full contest details.

Use the oil on your baby—note how soft and smooth it leaves his skin; how it protects him from chafing and irritation.

Mennen Baby Oil is prescribed for the daily massaging of baby's buttocks and thighs after every diaper change to act as a water-proof coating and to prevent irritation in the diaper region. Note the feel of the oil on your own hands, and its pleasant odor.

Complete Rules of the Contest Given with the FREE Sample of Baby Oil at your Druggist

The contest opens May 1, 1930 and closes midnight, June 30, 1930. Be sure to go to your druggist and obtain the FREE Sample of Mennen Baby Oil, the contest details, and entry blank.

ENTER THE "NAME CONTEST"

All you have to do to enter this contest and try for a share of the prizes is to use the Entry Blank that is wrapped around the FREE sample of Mennen Baby Oil which your druggist will give you and send us not more than three suggested names for this new product.

Suggest to us a short name that will be easy to pronounce, easy to remember and possibly descriptive—a name that does not limit the use of the product to child or adult—a name that we can use to individualize the product.

ENTER THE "LETTER CONTEST"

Write us a letter of not more than 300 words using the following topics as your subject matter:

What is your regular procedure in the use of Baby Oil on your baby, and what uses have you found for Baby Oil in the general care of baby's body and the protection of baby's skin?

What would be your procedure in applying Baby Oil and talcum powder to baby's body to prevent chafing and skin irritation?

Also tell us how you like the smoothness, feel and delicate scent of the Mennen Baby Oil which the druggist will give you as a sample and how would you use Mennen Baby Oil on your own body?

You may enter both "Name" and "Letter" contest, as you prefer. Go to your druggist, obtain the FREE Sample of Mennen Baby Oil, with contest details at once.

ONE SET OF PRIZES FOR EACH CONTEST

Two First Prizes of $500.00	$1000.00
Two Second Prizes of $250.00	500.00
Two Third Prizes of $100.00	200.00
50 Prizes at $10.00 each	500.00
160 Prizes at $5.00 each	800.00
200 Mennen Baby Gift Sets at $1.50 each	300.00
	$3300.00

THE MENNEN COMPANY, P. O. Box 1605, Newark, N. J.

SPECIAL OFFER

For a limited time only, your druggist will give you FREE a can of Mennen Borated Baby Talcum, with your purchase of a bottle of Mennen Baby Oil at 50c.

MENNEN

BORATED TALCUM — BABY OIL

PARENTAL PROBLEMS

And How They Were Solved

If You Have a Problem

IT is impossible for us to dictate individual letters replying to the thousands of questions we receive concerning problems that parents meet in bringing up their children. And we do not believe in answering such questions with form replies. We are convinced, however, that very practical help on almost every parental problem may be found in articles appearing in this magazine. If readers will send 25c (coin or stamps accepted) with their questions, stated as briefly as possible, we shall select from our cumulative index of back issues the article containing the best information on the question asked, and shall send a marked copy of the issue in which it appeared. If the issue has been exhausted or if we have had no article on the subject, the money will be refunded.

JOHN, *Alice, and Louise, three adolescents, seemed suddenly to have developed grasping and egotistic dispositions. Alice, aged eighteen, had insisted on a new party dress she didn't need, and willingly accepted the money she knew I had been saving for months for a much needed dress for myself. Louise a few days before had deridingly asked me why I didn't get some decent clothes and "a little snap and style." John had been complaining about what he sneeringly terms our 1860 furniture and agony box radio, and asking why we couldn't move to a "snappier" neighborhood.*

My husband and I discussed the possible reasons for such a change in the natures of our children, and reluctantly decided that we had unconsciously been training them to develop the very traits we were now deploring. None of the children had any idea of our modest monthly income, neither did they know of the amounts of the various obligations, or of the many continuous sacrifices we personally were making to purchase luxuries for them. As our youngest child is sixteen, we decided to take all three into our confidence on money matters. The next night, after dinner, which was a little more elaborate than usual, I asked each one how much he thought it cost to properly feed one person per month, according to government statistics. The answers were varied and amusing, but I wrote down on paper the correct answer. In a similar way we quickly discussed and I wrote down correct amounts for fuel, light, laundry, etc., and then at their suggestion other obligations such as children's allowances, auto payments, doctor bills, etc. When I added up and read the total, imagine their surprise when it was more than my husband's monthly salary! Then father told the children exactly what his monthly salary is, and they immediately asked, "Mother, how do you do it?" It took very little explanation for them to see why mother lacked style in dress, why father felt the old radio and furniture were good enough, why we bought a used car, and why we couldn't stage week-end parties. Imagine our pride when Alice insisted I take back her party dress money and buy myself a dress, when Louise said she'd give that Christmas five to the doctor as it was her bill anyway, and when John said that new bicycle Dad gave him was going to be used on Saturdays to earn money for the new radio he knew he wanted! Adolescents are thoughtless, not selfish, and I wonder to what extent the responsibility can be traced to us as parents.—*Mrs. B. McN., Indiana.*

DIANE, *aged four, had an attractive room of her own but it was in constant disorder.* I felt it was important for her to begin to learn how to care for her room and her belongings. I worked out this plan. When I was cleaning in the morning I would say "Mother is going to clean her house now. You may clean yours too." I showed her how to take her small rugs out and shake them and she enjoyed it. Next she learned to pick up all scraps of paper and put them in her own waste paper basket. She arranged her dolls in a row on her low shelves. I bought her a small dust mop and she wiped up the floor. Next she used a dust cloth and once a week she washes the lower panes of her windows. These are all tasks which even a small child can perform acceptably and enjoy doing because she sees her mother doing them. She has developed a pride about her room and enjoys cleaning it every morning.—*Mrs. W. A., Indiana.*

OUR *small son, aged six, lacked self confidence.* One day while busy in the kitchen I asked him to bring me an egg for cooking. It slipped from his fingers and he looked startled and aghast. I showed him how to clean it up. Then I said, "Now bring me another." Instinctively he replied, "But Mother, I can't, I'll break it." I answered, "Oh no, you'll be careful and not break this one." To his relieved surprise and with great pride he handed me the second egg intact. I feel that in such small ways as this we shall help to build up our son's confidence in himself.—*Mrs. P. B., Kentucky.*

THE *younger child in our family, aged four, was always being left out when older children came to play with our six-year-old daughter.* We solved the problem by letting her do something for the group, something which would admit her to the circle. She would usually have a tea-party ready or give each one a rosy apple or pass a bag of cookies. She was doing something for and with the group. In this way she became popular and was admitted to fellowship.—*Mrs. O. T. G., Rhode Island.*

Tell Us What You Do

$1.00 for each Contribution Accepted

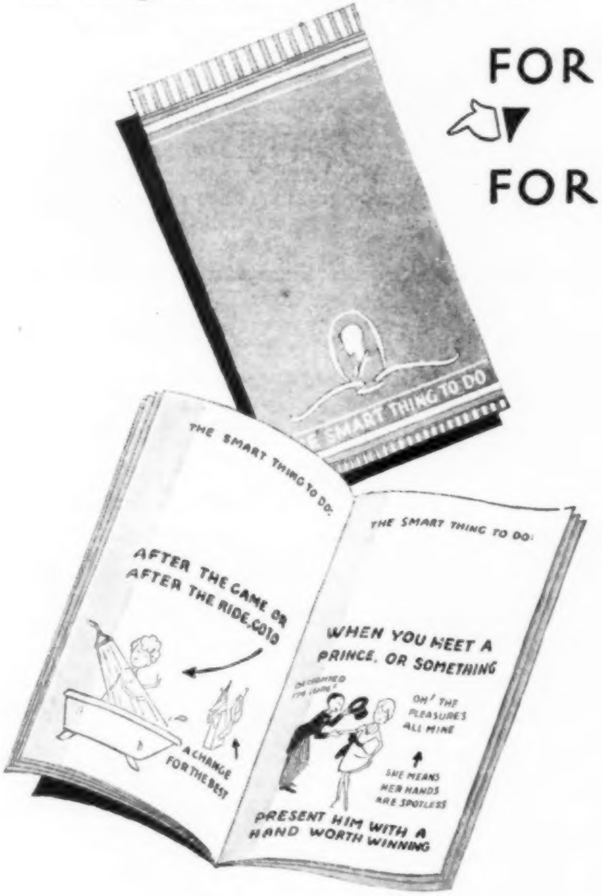
ON this page you will find discussions of problems that every parent is apt to meet in bringing up children. We do not present the treatment outlined in connection with the problems as a magic formula that will always succeed. But we do feel that it contains suggestions that will be helpful in similar cases. And so we invite all our readers to tell us of problems in child training which they have encountered and which they feel they have met successfully. Write briefly stating the problem and your treatment of it. One dollar will be paid on publication for each contribution. Manuscripts for this department will not be returned. Address Managing Editor, THE PARENTS' MAGAZINE, 255 Fourth Avenue, New York, N. Y.

. . . a fascinating way for the children to learn habits of cleanliness !

MOTHERS! How old are your children? Can they read? And are they the usual six-to-sixteen-year-old rebels with respect to soap and water? Then let "Professor Happy" Goldsmith, the popular school lecturer, help you to help them. Send for one or both of these delightful little booklets of his.

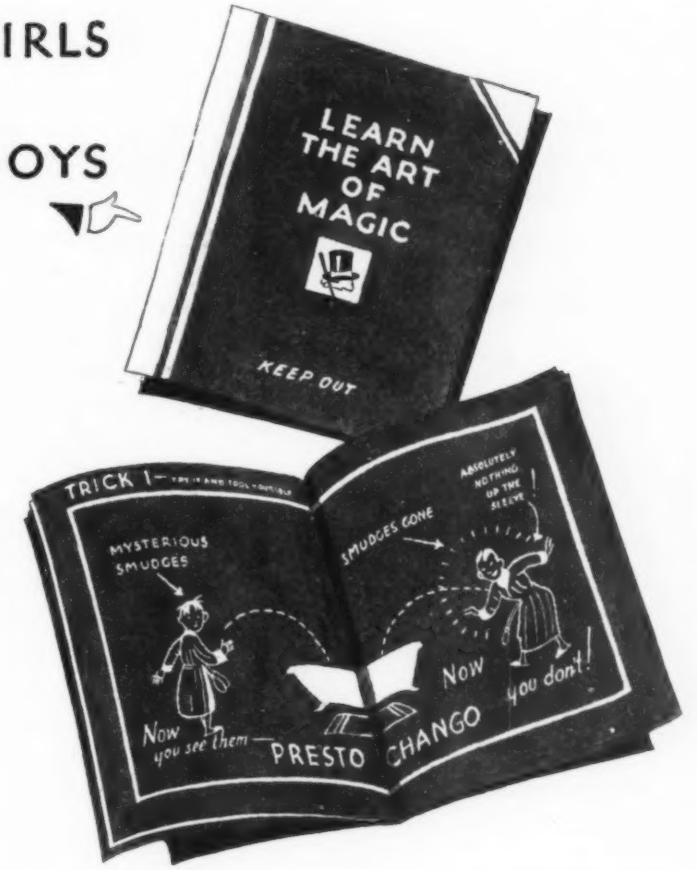
Mr. Goldsmith knows his children . . . what is good for them, and better yet, how to stir them to constructive action.

And we are sure that you will agree with us about the fundamental lifelong importance to your children of an *early* appreciation of the benefits and joys of daily cleanliness.


THE SMART THING TO DO
THE SMART THING TO DO:
AFTER THE GAME OR AFTER THE RIDE, GO TO
A CHANGE FOR THE BEST
THE SMART THING TO DO:
WHEN YOU MEET A PRINCE, OR SOMETHING
OH! THE PLEASURE'S ALL MINE
SHE MEANS HER HANDS ARE SPOTLESS
PRESENT HIM WITH A HAND WORTH WINNING

FOR GIRLS ☜

FOR BOYS ☞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PRESTO CHANGO
SMUDGES GONE
ABSOLUTELY NOTHING UP THE SLEEVE!
Now you don't!

They're amusing, these little books . . . and they do the trick, we are told. They take just the right tone with youngsters. Remember also that they are being offered *free*.

So mail the coupon. Now before you forget. These seemingly small things so often turn out later to have such sizable and happy consequences.

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☐ copies of "Learn the Art of Magic" (for boys)
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FEEDING *the* FAMILY

Summer Desserts for Children

By NELL B. NICHOLS

Nutritionist and Food Research Specialist

WHAT are the best summer desserts for the children? Nutrition experts agree that the ideal desserts will contain at least one of these three healthful foods: fruit, milk and eggs. There will be sugar included to please the sweet tooth and to stimulate the flow of digestive juices just when they are needed. And the food will be cool, for temperature has much to do with palatability.

When an authority on foods calls the roll of desserts suitable for children, here are some of the names you hear: fruits, milk sherbets, junket, custards, gelatins, cornstarch puddings, ice cream and butter cookies. With fruits there are certain precautions to bear in mind. These are given by the New York State College of Home Economics.

Serve only sound ripe fruit that has been washed thoroughly. Unripe fruits are more acid than fully ripened ones and are harder to masticate. Hence they may cause digestive disturbances. If the fruit happens to be slightly under-ripe or over-ripe, it needs to be stewed. It is wise to serve only the juice, pulp or finely cut fruits until the child can masticate foods well. This is why it may be best to give boys and girls under five years of age hard fruits, such as apples and pears, that have been pared, scraped or stewed. Even the stewed fruits may have to be cut finely. And the berries may be strained to remove the seeds that sometimes are irritating.

All mothers know that it is easier to prescribe one quart of milk daily for each child than to induce the boy or girl to take that much. This explains why the college food experts are advocating the milk sherbets which may be frozen in a freezer or the mechanical unit of the refrigerator. These sherbets contain milk, fruit and egg white. The old theory that uncooked egg white is not digested is no longer held, according to Dr. Martha Kramer of the Kansas State Agricultural College. It has been found that the white, if beaten and mixed thoroughly with the food in which it is served, is used by the body.

Junkets may be had in a variety of delightful flavors. Dishes made from them have much milk. They are especially delicious combined with fruit whips. And have you tried freezing your cornstarch pudding in the refrigerator tray?

It is no longer necessary to frown when children ask for cookies. Feeding experiments at the University of Wisconsin are showing that butter cookies are a fine dessert. Dr. Helen Parsons, who has charge of the investigations, has found that the butter in the cookies carries vitamin A, an essential in the diet of everyone. Spices are not included in the cookies to be eaten by young children. The cookies used in the Wisconsin research were the popular refrigerator or ice-box sugar cookies in which butter was the shortening.

Recommended Recipes

Beet Salad

1 tablespoon gelatin
2 tablespoons sugar
1 cup chopped cooked beets
1 tbsp. vinegar or lem. juice
1 teaspoon salt
1 cup diced apples or celery
1 cup beet liquor
Pepper to taste
¼ cup chopped nuts

Soften gelatin in vinegar or lemon juice and dissolve in hot beet liquor. Cool, add sugar, seasoning, beets, apples, and nuts. Mold and chill. Serve on lettuce with or without mayonnaise. A simple boiled dressing and no nuts may be used for the children.—*Mrs. R. J. K., Rockford, Michigan.*

A Virginia Dessert

1 package of lemon gelatin
½ cup of boiling water
1 cup orange juice
½ cup raspberry jam
½ cup of crushed pineapple or 2 bananas

Dissolve the gelatin in the boiling water, add the orange juice and set aside until the mass begins to congeal. Then beat with a rotary egg beater until it is light and fluffy. Add the jam and crushed pineapple, mixing well. Place in molds and allow to congeal. Serve with whipped cream and garnish with cherries.—*Mrs. S. A. W., Blacksburg, Va.*

Comp'ny Salmon

¾ tablespoon gelatin
2 tablespoons cold water
1 teaspoon salt
¾ cup milk
1 tablespoon sugar
½ tablespoon flour
¼ cup lemon juice
2 egg yolks
1 cup canned salmon (bones and skin removed)

Sprinkle of powdered mustard and paprika if desired.

Soak gelatin in cold water five minutes. Beat egg yolks in top

(*Turn to page* 46)

Whole-Family Menus

Delicious for Adults, Nutritious for Children

By RUTH WASHBURN JORDAN

Dietitian with Testing Kitchen

I

Jellied Chicken
Spiced Currants
(grown-ups)
Fresh Vegetable Salad
Vanilla Ice Cream
Chocolate Sauce
Sponge Cake

II

Chicken Broth
Roast Shoulder of Lamb
Mint Jelly
Browned Potatoes
Fresh Peas
Strawberry Junket
with Cream

III

Baked Green Peppers
Stuffed with Creamed
Lamb (grown-ups)
Creamed Lamb on Toast
(children)
Buttered Carrots
Cabbage Salad with Finely
Chopped Peanuts
Toasted Whole Wheat
Crackers
Cream Cheese

IV

Asparagus on Toast
Hollandaise or
Cream Sauce
Buttered Parsley Potatoes
Hard-boiled Eggs
Beet Salad
Gingerbread with
Whipped Cream

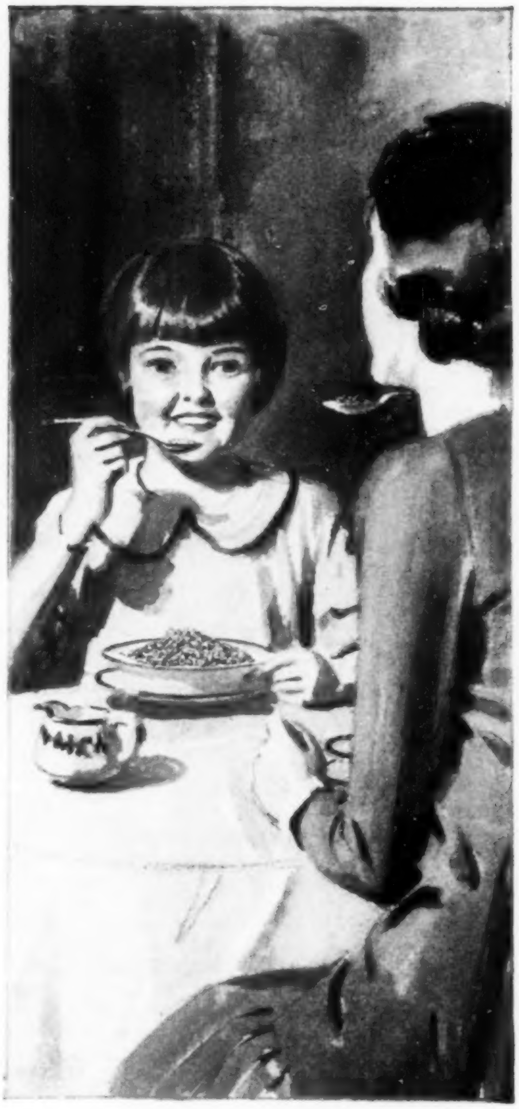
V

Cream of Asparagus Soup
Broiled Codfish Steaks
Chopped Pickle
(grown-ups)
Baked Potatoes
Scalloped Tomatoes
Cucumber Salad
(grown-ups)
Cottage Pudding
Lemon Sauce

VI

Rare Roast Beef
Mustard Pickles
(grown-ups)
Macaroni with Cream
Sauce
and a little Cheese
Buttered String Beans
Virginia Dessert

(*Turn to page* 46)



That important meal . . . *the children's supper*

BY THE TIME the sun goes down your children have reached the end of ten busy hours. They've been to school. They've worked and played long and hard.

Then comes that important meal, supper. It must be inviting and wholesome, nourishing and quickly assimilated — for you want them to scamper off to bed happy and ready for sleep.

Many mothers build the children's evening meal around a bowl of milk or cream and Kellogg's Corn Flakes. Dietitians say it's a well-balanced dish for supper. It provides a change from heavier foods. It furnishes quick energy and is unusually easy to digest — important for healthful sleep.

You'll find Kellogg's Corn Flakes wonderful as a conveyor of milk at meals and between meals. Fruits or honey may be added for variety. Kellogg's have a crispness and delicate flavor that children love. They tempt sluggish appetites.

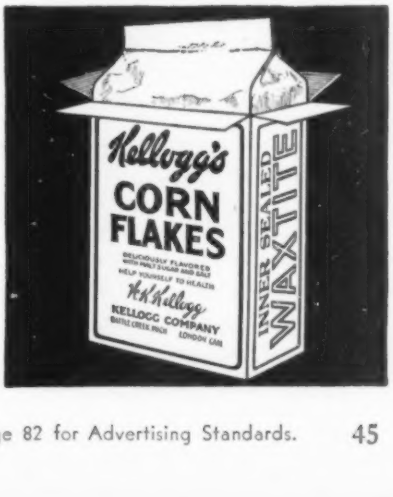
In fact, so deliciously better in both flavor and crispness are Kellogg's Corn Flakes that they have become the world's largest-selling, ready-to-eat cereal.

Order a red-and-green package from your grocer. You'll like the exclusive inner sealed waxtite wrapper which *keeps* Kellogg's oven-fresh in your pantry.

Kellogg's

CORN FLAKES

Write the Home Economics Department of the Kellogg Company, Battle Creek, Mich., and we will be glad to send free literature and advice on child feeding and diet. Your own physician should be consulted in the event of ill health and sickness — ours is in no sense a medical service.



NO GLASSES TO WASH!

Children's parties are fun but there's no denying the burden they put on the hostess. Dixies relieve you of some of this burden. Use them to serve milk, lemonade — any cold or iced drink. They are sturdy and pleasant to drink from. And their graceful beauty appeals to children at least as much as it does to adults.

And when the party is over, Dixies bring relief indeed . . . no glasses to wash and polish, and no chipped and broken goblets to mourn over!

However, it is the safety of serving children in individual "paper-glasses" which has made Dixies so welcome to mothers of growing children. Colds may not always be stopped, but they may be kept from spreading.

Dixies are packed in convenient 10c and 25c cartons. Stationery, grocery, drug, department and 10c-stores have them in stock, or can easily procure them for you. Indispensable on picnics and touring.

Tune in on WJZ or one of its associate stations next Saturday evening—at 7.00 o'clock E.S.T.—and enjoy some good circus fun with your children.

INDIVIDUAL DRINKING CUP CO., Inc.
Original Makers of the Paper Cup
EASTON, PA.

Whole-Family Menus

(*Continued from page* 44)

VII
Vegetable Soup
Left-Over Roast Beef Patties
Mashed Potato
Creamed Cabbage
Fresh Berries with Cream
Sponge Cake

VIII
Broiled Ham (grown-ups)
Poached Eggs on Toast (children)
New Creamed Potatoes
Buttered Asparagus
Lemon Sherbet and Cookies

IX
Jellied Bouillon
Baked Liver (Veal or Beef)
Baked Potatoes
Creamed Onions

Chocolate Ice Cream
Cookies

X
Veal Cutlet (grown-ups)
Creamed Minced Liver on Toast (for children)
Buttered Brown Rice
Broiled Sliced Tomatoes
Apple Betty

XI
Broiled Lamb Crops
Potatoes Au Gratin
Buttered Peas
Dandelion Salad
Pineapple Ice Cream

XII
Buttered Swiss Chard
Creamed New Potatoes
Buttered Chopped Beets
String Beans
Grated Raw Carrot and Cabbage Salad
Orange Gelatin with Soft Custard

XIII
Comp'ny Salmon
Potato Salad (grown-ups)
Spinach Salad (children)
Whole Wheat Bread
Cream Cheese
Lemon Bread Pudding with Cream

XIV
Boston Baked Beans
Brown Bread
Cold Cuts (grown-ups and older children)
Sliced Tomato Pickle
Apple Pie (grown-ups)
Apple and Molasses Cookies (children)

Recommended Recipes

(*Continued from page* 44)

of double boiler and slowly add the lemon juice. Mix all dry ingredients together and dissolve in the milk. Add gradually to the egg and lemon, beating constantly. Add the gelatin and cook in the double boiler, stirring constantly, until thick and creamy. Stir in fish and remove from fire. Chill in one large or six small molds. Serve on lettuce, with or without mayonnaise.—*Mrs. R. J., Boulder, Colo.*

Lemon Milk Sherbet

Juice of 3 lemons
1½ cups sugar
1 quart milk
1 egg white

Mix the sugar and lemon juice, stirring constantly, and while stirring, slowly add the milk. If the milk is added too rapidly the mixture may curdle, but this will not affect the quality of the sherbet. Add the beaten egg white and freeze. The egg white needs to be beaten until stiff.

This sherbet is excellent for it contains not only milk, but also lemon juice, which is rich in vitamin C, the substance that is effective in keeping the teeth and mouth tissues in a healthful condition.

When the sherbet is partly frozen, 1 cup of crushed canned pineapple may be added.—*South Dakota State College.*

Cabbage Salad with Peanuts

Shred or chop crisp cabbage very fine. To 1 cup of cabbage add ¼ cup of finely chopped peanuts. Mix lightly with boiled dressing for children—the grown-ups may have mayonnaise.

Prize Recipe

Peppermint Ice Cream

1 teaspoon gelatin
2 teaspoons cold water
1¼ cups crushed peppermint candy (use sticks with red stripes)
½ cup boiling water
1½ cups evaporated milk
1 cup coffee cream (18% fat)
⅛ teaspoon salt

Soften the gelatin in cold water. About ½ pound candy is required. Put it through a food chopper or pound it to almost a powder. (Use no more than 1¼ cups.) Dissolve half the candy in the boiling water. Heat the milk in the top of a double boiler to the scalding point. Add gelatin. Cool, then add the cream, salt and dissolved candy. Cool, then freeze in the freezer, using a mixture of one part salt and six parts ice. When frozen to a mush, add the remainder of the crushed candy and continue freezing. This makes about one quart. —*Mrs. L. H. Burt, Lincoln, Nebr.*

Hollandaise Sauce

½ cup sweet butter
Yolks of two eggs
1 tbls. lemon juice
¼ teaspoon salt
Few grains cayenne
⅓ cup boiling water

Divide the butter into three parts. Put one piece in a small saucepan with the yolks of eggs and lemon juice, place saucepan in larger pan of boiling water (do not use double boiler). Stir with a silver fork until butter is melted; then add the second piece of butter and as it thickens add the third piece of butter. Add water and cook one minute. Season. If it should curdle, and it does very easily, add 2 tablespoons of heavy cream or 2 tablespoons of boiling water and stir until smooth.

Left-Over Roast Beef Patties

Chop the cold roast beef and mix with chopped left-over macaroni or mashed potato. Moisten with a little gravy, season well. Mold into any desired shape. Brush with melted butter and brown in oven.

Jellied Bouillon

1 can of consommé
1½ cans of water
Juice of ½ lemon
Salt to taste
½ box of acidulated gelatin

Mix thoroughly. Dissolve gelatin in ½ cup of the water and then add 1 cup boiling water, adding it lastly to other ingredients. Let mixture chill thoroughly and serve in cups. This is refreshing on a very hot day.

SEND IN YOUR FAVORITE RECIPES

We will pay $1 on publication for each recipe accepted for this department. This month we are especially interested in recipes calling for tapioca. These should reach us by June 15. No recipes will be returned. Address Food Editor, THE PARENTS' MAGAZINE, 255 Fourth Avenue, New York, N. Y.

Too many of our meals *are lacking...*

Lacking

in what?

"EVERY TIME I go to the Browns for a meal, I leave the table not entirely satisfied," said a man to his friend. "Why is it . . . they seem to set a good table."

"I agree with you," replied his friend, "and I'll tell you what their meals lack. It's sugar."

Nothing takes the place of sugar in satisfying the appetite. And it is natural that our systems crave sugar. We have learned to expect it in fruits and vegetables, which, if fresh and ripe, abound in flavorful sweetness. But too often, these foods reach us lacking in sugar. A clever cook senses this and replaces it in cooking, or tops the meal with a sweet dessert.

As a matter of fact, sugar is an essential in the diet. Not only for the energy it supplies, but for its value in making essential foods more palatable. Dietitians will tell you that it is correct to add a dash of sugar to carrots, peas, spinach, cabbage and tomatoes while they are cooking. Such flavored foods are eaten with keen relish.

It is your duty to see that your family has sugar in the correct amount. It can be judiciously introduced in the diet—as a flavor and in wholesome desserts. The Sugar Institute, 129 Front St., New York.

"Most foods are more delicious and nourishing with Sugar"

KITCHEN
WORK
CAN BE
LESS

STARTEX
CRASH TOWELING

SAVE yourself kitchen drudgery. The cost is actually less. Try using STARTEX Crash Toweling in your kitchen, or wherever there's hard work for a towel. Then note the saving in work and expense.

STARTEX dries with a single wipe, it's made to draw up water in enormous quantities. Dishes from the table, pots from the stove, bottles and utensils from the nursery, become sparkling clear at a touch from STARTEX. It never leaves lint.

And wear! If you've never tried STARTEX it's hard to know how long a towel can last. The linen woven both ways in the fabric gives STARTEX almost incredible endurance. That's why you'll find this toweling employed in the largest hotels, and by steamships, dining car systems, and restaurants.

GAY COLORED BORDERS

In spite of its capacity for work, STARTEX is always in holiday attire. Its gay borders cheer up a kitchen and come in enough variety to harmonize with any decorative scheme. If you take advantage of our very special offer be sure to specify the color you favor, red, blue, green or gold.

SPECIAL OFFER ★
$1.00

Fill in the coupon, place it and a dollar bill in an envelope, forward it and we will mail direct from the mill four full size STARTEX Crash Towels. In addition we will include a dozen-bundle of STARTEX miniature cloths useful in nursery, bath and kitchen. Just think of it! 16 pieces for a dollar. It's hard to conceive how there could be a more advantageous fabric offer. Clip the coupon now before some one else does or the magazine is mislaid. We prepay the postage. And after you have tried STARTEX we hope you will tell your friends.

TUCAPAU MILLS
44 Worth Street New York City

Tucapau Mills, (Sales Dept.) 44 Worth St., New York
Gentlemen: A dollar is enclosed. Send me four STARTEX towels with (state color preferred) ....borders. Also include one bundle of 12 miniature STARTEX samples showing color range.
My dealer's name is..............................
Name of sender..............................
Street..............................
City or town..................*State*..................

Parents Must Grow

(*Continued from page 26*)

habits of choosing and providing food and clothing for the child; of accompanying the child; of correcting his manners; of regulating his friendships and social contacts. These habits must first be formed, and then be broken, after they have become established over a long period of years.

IN ordinary family life it is the mother who assumes the rôle of nurse to the child; who is the one selected by the necessities of the case to form all the habits to which we have just referred as essential to the very existence of the helpless child. The mother accepts as her life-work the bearing and rearing of children. But usually no one takes the trouble to point out to her, and it seldom occurs to her spontaneously in youth, that this will be a life-task only if she has an "old-fashioned family" of eight to a dozen children. (Statistics show that relatively few children are born into the families of the intelligent and strong.) Nowadays the mother is likely to find eventually that only a small portion of a lifetime, say fifteen or sixteen years, is actually needed for the nurture of two children. But habits of being necessary to someone, formed over such a period of time, are extremely tenacious. Nobody wants a future empty of its familiar round. Without insight and resolution, the old habits tend strongly to persist—the cradle habits, the nurturing habits, the habits of governing and managing — all unrevised with the passing of time. The mother unconsciously develops the attitude that the child is *her* charge, *her* responsibility, in short, *hers*. The child, on the other hand, if normal, is sure to be rapidly developing the sense of selfhood, with striving toward separateness.

GROWING

By

MARY DICKERSON BANGHAM

"Mother, do you still grow?"

I let the measuring rod
Slip closer to my child's head—
Three foot two—
"Do I still grow?"
Do I still—grow!

This afternoon I suffered
From unkind words
But smiled.
Last year I would have been
Quite proud
Of making sharp retort.

Last week I set aside
My own desires
For others'.
Last year I would have cried
"I'll have my way
Let others yield to me."

Last month I found some beauty
In a soul once scorned.
And told it to another.

Do I still grow?
Yes, child.
But oh! so slowly!

Now, it is clear to the impersonal observer that the parental habits, so appropriate to the needs of the helpless child, will be nothing short of disastrous to the maturing adolescent. Struggle as he may toward the personal autonomy and self-reliance so essential to adult well-being, the growing individual can hardly make headway in a normal, orderly fashion against unrevised parental habits of reproving him, sustaining him, dressing him, accompanying him, supervising his social activities, tucking him in at night, and calling him pet names.

The consequences of failure to revise parental habit, as the child changes, may be clarified by a few concrete illustrations from actual life. These are taken from various stages in the development of the offspring. They all show parents behaving according to cradle habits.

A boy of three and one-half years is still nursing from a bottle, because, his parents say, it was hard to give him the cup. He cried when the bottle was taken from him, so they gave it back to him. Another, five years old, is unable to walk along the path without holding on to someone's hand. Here is a well-developed child of seven, unable to dress herself. There is a boy of five years, yelling and having a tantrum if his mother goes out and leaves him. The mother always slips out a side-door secretly, if compelled to leave the house, to avoid these infantile scenes. She never squarely revises her habits of cradle care.

All these young children seem to the psychologist fully launched on the way to the kind of emotional restriction and tragedy which we glimpse again and again in adolescents and adults, in situations like this:

AN old mother died not long ago at the age of one hundred and thirteen years, leaving her three bachelor sons, aged eighty-one, seventy-four and seventy years, respectively, who said they never married because they did not wish to leave their mother. These three bachelor sons ran the farm. The youngest, aged seventy, whom she still called "the baby," did the housework. These "boys," as they were called in their neighborhood, were rich and prosperous, but kept the home primitive and out of date "to please mother." No telephone bell marred its quiet; there was no radio; they had no automobile.

A fifteen-year-old girl was found to be still sleeping in the crib which she had occupied from the first week of life. This feat of unrevised habit had been rendered possible by gradual enlargement of the crib, as physical growth advanced. The father had done the necessary cabinet work. First the foot of the crib had been extended, then it had been made wider, until at last only a small part of the original wood remained. However, it stood in the same room, in the same corner, referred to always as "Jane's crib." The girl had never once slept elsewhere than in it, "tucked up" every night by her mother, with a fond "Goodnight, baby dear. Mother's precious lamb." It may be added that the discovery of these intimate facts was precipitated by the many maladjustments from which the girl was suffering at adolescence.

A woman of twenty-six refused to go on her honeymoon unless her husband would take her mother along; which was done!

SUCH instances as those just cited are, of course, somewhat extreme, but they serve to emphasize more usual cases which pass unnoticed through familiarity. They illustrate the fatal grip of unbroken parental habit, choking the normal growth of impulses in the maturing or matured offspring, and preventing the latter from becoming separate persons. All that counts most for adult happiness is interfered with, for these unweaned persons. Marriage, free choice of occupation, development of personal taste—all are frustrated partly or completely, since they can be achieved only by autonomy. The offspring of such parents become literally parental pets, instead of adult, effective human beings. Mental and physical illness, delinquency, and even suicide often find their causes in these situations.

In order to guard against the blind clutch of habit, parents should deliberately plan to revise continuously their ways of acting toward the constantly changing child. They should read books which tell what the course of development is in human beings. They should observe the child with a view to determining how his impulses toward *separateness* and independent selfhood show themselves. They should learn how the helplessness of the child actually decreases, and should adapt their care to this decreasing helplessness. They should direct the whole process of nature toward the goal of *complete self-sustenance* of the child at maturity.

There is, perhaps, no more delicate art than this: to bring a child from the complete dependency of babyhood to the complete independence of the normal adult, without crippling him somewhere along the way. Primitive peoples did not trust parents to practice this art, but at puberty took the child from the parent, and bestowed autonomy from the family situation by means of a formal ceremony.

Parents should cultivate interests apart from their children, which will serve to occupy and balance them against the day of their children's psychological weaning. This weaning must be gradual, but complete. To have revised habit at every step of the way, so that at maturity the offspring turns *forward* upon his world, emotionally separate and self-reliant, is the greatest of parental achievements. It calls for true knowledge, for patient insight and for fine altruism, under the complicated conditions of our modern social and economic life.

This Recipe is so good, a mother in Memphis telegraphed for it!

WE frequently serve this dessert at home on special occasions and never fail to get requests for the recipe. It has all that a dessert should have—good to look at—exquisite to the taste—nourishing, digestible. You can give it generously to children—everything it contains is so good and healthful. And, best of all, it is easy to make. We urge you to try this recipe which we are giving below, for we know you'll think just as highly of it as did our friend who telegraphed for it.

RASPBERRY WHIP *(6 Servings)*

1 level tablespoonful Knox Sparkling Gelatine
¼ cup cold water
½ cup boiling water
¼ cup sugar
2 tablespoonfuls lemon juice
1 cup raspberry juice and pulp (fresh or canned)
Whites 3 eggs
Few grains salt

Soak gelatine in cold water about five minutes and dissolve in boiling water. Add sugar, salt and lemon juice, and raspberries which have been forced through a fine sieve and all seeds removed. When mixture begins to stiffen, beat until frothy and fold in stiffly beaten egg whites. Turn into wet mold, even a plain bowl will do, or pile in glasses and serve with a garnish of whipped cream and a few whole berries. For a brighter color, use a little red vegetable coloring. Strawberries, blackberries or loganberries may be used. A little more sugar will be needed if fresh berries are used instead of canned.

Raspberry Whip

KNOX *is the real* GELATINE
FOR DESSERTS AND SALADS

With Knox Gelatine, you do not have to remember whether strawberry flavor blends with fish—or raspberry flavor with eggs or lemon with milk or cream. Knox Sparkling Gelatine is not a ready-made mixture. You merely soak and dissolve the gelatine, add your own pure ingredients, cool and serve it—ready for banquet or plain home meal. And you needn't use the entire package at one time. It is good for four different desserts, salads or other combinations, and they can be made into these appetizing dishes on four separate days. Try the recipe given above and you will still have enough gelatine left in the package for three other delightful dishes of six servings each. Is it any wonder, that millions of women say—"Knox is the *real* gelatine!"

Mail this coupon for the Knox Recipe Books

KNOX GELATINE, 103 KNOX AVENUE, JOHNSTOWN, N. Y.
Please send me FREE copy of your Recipe Book.

My name is____________________
My address is____________________
My grocer's name is____________________

The above is a CERTIFIED ADVERTISEMENT. See page 82 for Advertising Standards.

NEW *Styles*
***NEW* Colors**
in Carter
Sun Suits

For older children; mesh waist
Special side loop for snug fit; appliquéd motif in front

ON cool mornings your youngster can wear a Carter sweater and tam to match his gay sun suit. For the eight new styles in sun suits come with matching sweater and tam in wool, cotton, and wool-and-rayon in a delightful new range of colors. Sun suits, 50¢ to $2.00. Sweaters, 75¢ to $2.75. The William Carter Co., Boston, Massachusetts, Needham Heights Station.

Combination sun and bathing suit
Mesh front, H-shaped back straps.

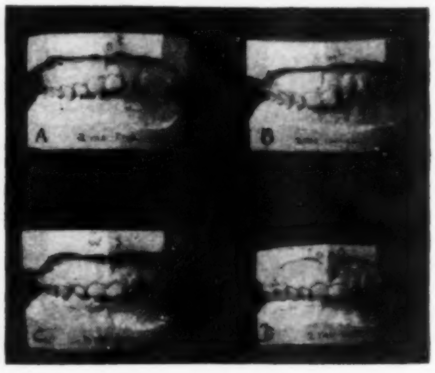
Carter's
Reg. U. S. Pat. Off.
Infants' wear

Thumbsucking—Its Dangers and Treatment

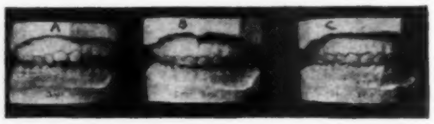
(Continued from page 23)

They show that where thumbsucking has caused this characteristic deformity, and the habit is broken before the child is five years old, the deformity disappears within a year or two; but that if the habit is continued the deformity apparently does not disappear.

It is therefore easy to see the importance of checking the practice of thumbsucking as early as possible. Here, however, a word of warning is perhaps necessary, for in this case as in others in the rearing of children, over-solicitude may do as much harm as neglect—or more. It may be well to remind the mother that some children enjoy the parental attention they achieve through their thumbsucking habit and may continue it so that they will not be deprived of that attention. The mother should take care to choose a method of breaking the habit which will not be harmful from a psychological point of view. In the Merrill-Palmer group of children a greater number responded to the psychological method of an appeal to their will power or pride, than to any other one method.



Models showing the typical malocclusion resulting from thumbsucking. A, *right thumb was sucked.* B, *left thumb was sucked.* C *and* D, *both thumbs were sucked*

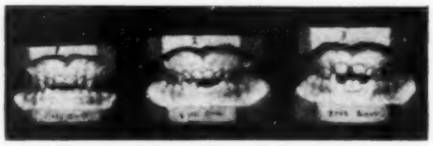


Models of teeth showing self-correction of the deformity caused by thumbsucking. The habit was broken at four years of age. No orthodontic appliances were used

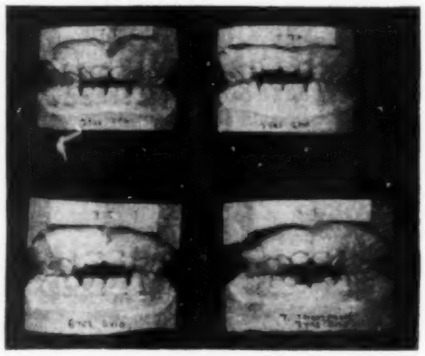
UNDER the heading of psychological methods comes also the method ascribed to Dr. Knight Dunlap of Johns Hopkins University, the principle of which is to break the child of a habit by making him conscious of it. The child is taken from his play twice a day and made to suck his thumb for ten minutes before a mirror. This is done daily until the habit is broken, and it is important that the child watch himself and that there be no distractions. During the past year I have used this method successfully in four selected cases (not in the Merrill-Palmer group), and am trying it on others for which no reports are yet available. One mother reported that one treatment of the mirror method sufficed to break her child of the habit.

IN the remaining cases of the Merrill-Palmer group various mechanical methods, such as adhesive tape, bitter medicine, a ring on the thumb, homemade elbow cuffs, sleeping garments covering the hands, and aluminum mitts, were successful. Mechanical methods are usually more successful with infants or very young children than with older children, though one case in my practice yielded to the use of elbow cuffs when the child was nine years old.

I am much opposed to the use of aluminum mitts as a method of breaking the habit, except, perhaps, in the case of new-born babies, for as soon as the baby begins to use his hands the mitts may cause serious injury in hindering the development of the use of the fingers and hands. In my experience, the most successful method of breaking the habit in younger children has been the use of elbow cuffs, or of pockets enclosing the wooden tongue depressors physicians use in examining the throats of children, sewed in the arms of the child's sleeping garment. The tongue depressors are slipped into the pockets, and the openings of the pockets basted, allowing easy replacement. These pockets remain in position and do not slip down as elbow cuffs often do, and, while limiting the movement of the



Three models of the teeth of the same child taken at different ages. Model 1 shows the typical deformity caused by thumbsucking. Model 2 shows self-correction of the deformity after the habit was broken. Model 3 shows the teeth after the child started to suck his thumb again: observe that the upper front teeth have started to protrude again, the resumption of the habit causing the original deformity to appear in the permanent teeth



Four models of the teeth of the same child, taken at different ages, showing the typical results of thumbsucking. The habit was not broken, and nature has made no attempt to correct the deformity elbows, do not interfere with the use of the arms or hands to any great extent.

I am often asked why children suck their thumbs. At present we have many theories concerning this habit, but I believe none answers the question satisfactorily. According to Dr. Karl Bowman, of the Boston Psychopathic Hospital, thumbsucking is associated with the "nutritive instinct." Freud sees in thumbsucking a perverse type of sexuality. More recently, Dr. David M. Levy of the Child Guidance Association, basing his theory on the study of a large number of babies, believes the habit to be associated with an incomplete satisfaction of the sucking instinct. If, for instance, the mother has a rapidly flowing breast, or the child nurses from a bottle that empties rapidly, the child does not have sufficient sucking movements and so sucks his thumb or fingers to satisfy this instinct. Dr. Levy's theory has been checked by several persons, including a dentist, who agree with him in his conclusions. He has presented evidence which is scientifically and biologically sound, and his theory is worthy of further study.

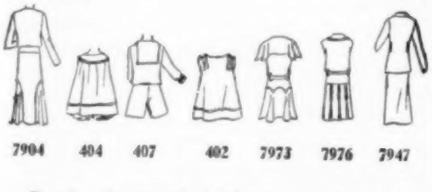
But whatever the explanation may be, it is clear that the habit is a very common one and that the results are very likely to be serious if it is not broken at an early age. The illustrations of cases among the Merrill-Palmer children, showing the self-correction of deformities caused by thumbsucking when the habit is broken early, and no self-correction when the habit is continued are proof enough of why the mother should break the child of sucking his thumb.

Frocks You Can Make

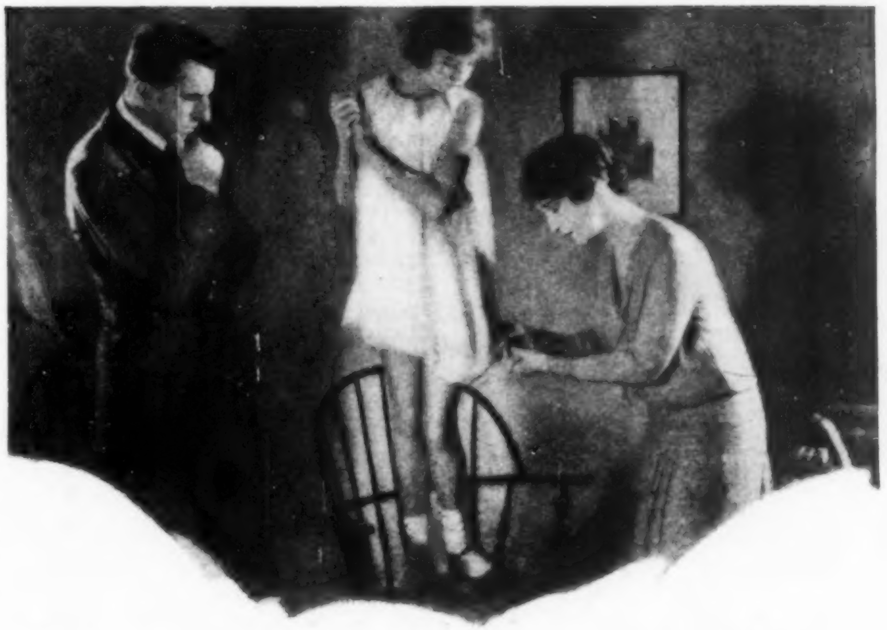
(Continued from page 38)

and appear in large, medium, small and pinhead size. The small check fabrics have a perennial charm, and the delicate florals whether bright or in subdued tones make becoming all-over designs for the small person's frock. Many children's frocks appear in what we once thought sophisticated colors: yellow, chartreuse, and coral.

The growing girl "of gawky age" will find this year's feminine style a flattering aid to grace. Certain new features of the mode are well-adapted to the pre-junior miss. There is the graceful bertha which veils an angular shoulder, or treats kindly an over-developed upper arm. The soft fulness of circular skirts and the various arrangements of long pleats are other features that are kind to growing figures. Above all, the new necklines with their interesting arrangements of clever collars, soft ties, and touches of lingerie and lace are flattering.



Back views of designs on page 38



She grew like a weed but didn't fill out....

—until we found that Cocomalt could make her strong and sturdy

"MY DAUGHTER Patricia was tall for her years—but so painfully thin we couldn't help worrying. Even the other children noticed it and called her 'Skinny' at school.

"Then a neighbor gave me a sample of Cocomalt. Patricia liked it so well I started giving it to her every day. In a few weeks she began to lose that 'weedy' look and started building up. Today she is so strong and well developed that every one speaks of it."

Vitamin D builds health

The actual experience related by this mother has many parallels. She is not the first to be worried because her children grew too fast without filling out. Doctors say it is a danger signal that should never be ignored.

When children fail to build up, it is an indication their systems are begging for *extra* tissue-building proteins, carbohydrates and minerals. Cocomalt not only provides these in concentrated form, together with malt enzymes which help digest other foods in the stomach, but it also contains Vitamin D—that mysterious element which makes summer sunshine so potent in preventing rickets and so effective in building strong bones and sturdy bodies.

Cocomalt is not a medicine; it is a delicious, chocolate flavor food drink every youngster loves.

Trial package free—use coupon

Cocomalt comes in powder form. Packed in three sizes: ½ lb., 30c; 1 lb., 50c; and the economical 5 lb. family size. Easy to prepare; simply add it to milk—hot or cold.

Try Cocomalt without cost. Mail this coupon today for a generous trial package, free.

Cocomalt

DELICIOUS HOT OR COLD

Cocomalt
A Delicious Food Drink
Chocolate Flavor

ADDS 70% MORE NOURISHMENT TO MILK

R. B. DAVIS CO., Dept. 86, Hoboken, New Jersey
Please send me, free, a trial-size can of Cocomalt.

Name..........

Address..........

City.......... *State*..........

The above is a CERTIFIED ADVERTISEMENT. See page 82 for Advertising Standards.

"A FLEXIBLE SHOE

for a child's

FLEXIBLE FOOT"

says **KENDRICK SMITH, M. D., D. O.**

SPECIALISTS and teachers recommend a *flexible shank* shoe. A child's foot, they say, should never be cramped or bound up. Muscles, tendons and young bones must be allowed to grow *naturally*. Cantilever Shoes are built with this Flexible Arch—they give bare-foot freedom to little feet. Natural in shape, with plenty of room for all five toes, these shoes are ideal for walking and play...For play, particularly! For Cantilever Shoes *wear*!

FLEXIBLE for COMFORT

Approved By the Experts and Readers of The Parents' Magazine

CANTILEVER CUBS

LITTLE BEARS FOR WEAR"

What Scouting Does for Boys

(*Continued from page 24*)

receiving any help to guide them? A survey made in New York City some years ago showed that 100,000 boys between the ages of 16 and 18 years averaged three positions a year. We found one boy who had held 34 different positions in one year! The underlying reason is because our education system does not help boys definitely to discover the vocation for which they are best fitted. Through the Merit Badge plan, covering ninety subjects, we are able to give the boy a vision of the possibilities of a life work, while qualifying for honors. In earning these Merit Badges, thousands of boys are discovering the work they can do best, with the greatest ease and pleasure.

The fourth wheel is character. I want to quote what Dr. James E. Russell, Dean Emeritus of Teachers College, has said of the Scout Program of character building:

"THE Scout Program is essentially moral training for the sake of efficient democratic citizenship. It gives definite embodiment to the ideals of the school, and supplements the efforts of home and church. It works adroitly, by a thousand specific habits, to anchor a boy to modes of right living, as securely as if held by chains of steel; but best of all, it exhibits positive genius in devising situations that test a boy's self-reliance and give full scope to his talent for originality and leadership. These two aspects of the Scout Program are so evenly balanced and so nicely adjusted as to make them well nigh pedagogically perfect. The entire organization is a machine capable of working wonders, not only in the moral regeneration of the American boy, but also in fitting him to assume the duties of an American citizen."

We have evidence that through the Scout Oath and Law the Boy Scouts of America is definitely building character, and training for leadership.

Four million boys have been Scouts in the past twenty years, one out of every seven boys of Scout age. But in our colleges we find that 65 per cent of the students are former Scouts. 60 per cent of junior officers in grammar and high schools are high ranking Scouts. 60 per cent of the captains of last season's football teams are former Scouts, and eight members of the "All American Eleven" were Scouts. An interesting comparison with this is the records made by the Rhodes Scholars—outstanding students in our colleges. 68 per cent are former Scouts.

A BOY becomes a Scout voluntarily and he remains a Scout because he wants to. His attitude is that of playing a game and he as a matter of course accepts the rules of the game. The fundamental responsibility of the Boy Scouts of America as an organization in all of its relationships is, therefore, to create and maintain conditions so that the boy intensely desires to be a Scout. Because of this fundamental factor we find that boys in large numbers accept the ideals of Scouting as contained in its Scout Oath and Law without argument, without preachment, but simply as a matter of course because it is part of the rules of the game.

We further believe that a boy's experience as a Scout in doing the things which the program of Scouting inspires and stimulates, definitely forms desirable habits of conduct reflecting a wholesome attitude towards life and respect for others; and that when these acts and attitudes are "worked at," they result in habits of conduct, and moral fiber, character and a degree of self control which insure a better prepared citizenship—men of character, trained for the responsibilities of citizenship.

What Scouting Does for Girls

(*Continued from page 25*)

which has made all things possible.

There is discipline, too, in Girl Scouting but the kind of self-discipline which is inherent in natural situations. The Girl Scout sets up her tent as well as she can, not because anybody has nagged her into it, but because it will be blown down if she shirks the job. She cleans the celery on time and puts on the string beans to boil (if it is her responsibility to cook for the camp family that day) otherwise her own appetite and the appetites of her companions will make her wish she had. She is sensitive, observant, and persistent as she eavesdrops on the oven bird—if not, she loses the thrill of discovery. She plays games squarely, takes defeat like a good sport, and sings as she trudges for the milk, even if a soggy rain is pelting her slicker. She follows or she leads, keeping her sense of responsibility the while, for this is the way to rapport with her camp community. She speaks her mind independently, she contends for what she believes is the welfare of her troop or her camp when she comes as an elected representative to the Court of Honor in which she rightfully has a say in the shaping of events which concern her.

This is discipline, this is character-building, the kind of discipline and character-building which is a joy to the spirit because it is necessary to the accomplishment of beloved tasks. Something of the sort came from the old-fashioned American home with its country setting, its accent on neighborliness and on work soundly done, its contribution to the school, the lyceum, the town meeting, and the church. President Hoover has recently pointed out the need of developing in young people a feeling of responsibility which is so hard to achieve in modern life. He calls it "the patriotism of peace" and says it is as much a fundamental of education as the ability to read and write.

The men and women of pioneer days protected their sons and daughters by laying roads through the primitive wilderness, by shooting wolves, by throwing up sturdy and beautiful houses against the rain and storm. It is up to us, the inheritors of America's heroic past, to make our young people safe, not from wild beasts and savage elements, but from disintegration, and lowered standards which have come from the swift growth of our complex, mechanized civilization.

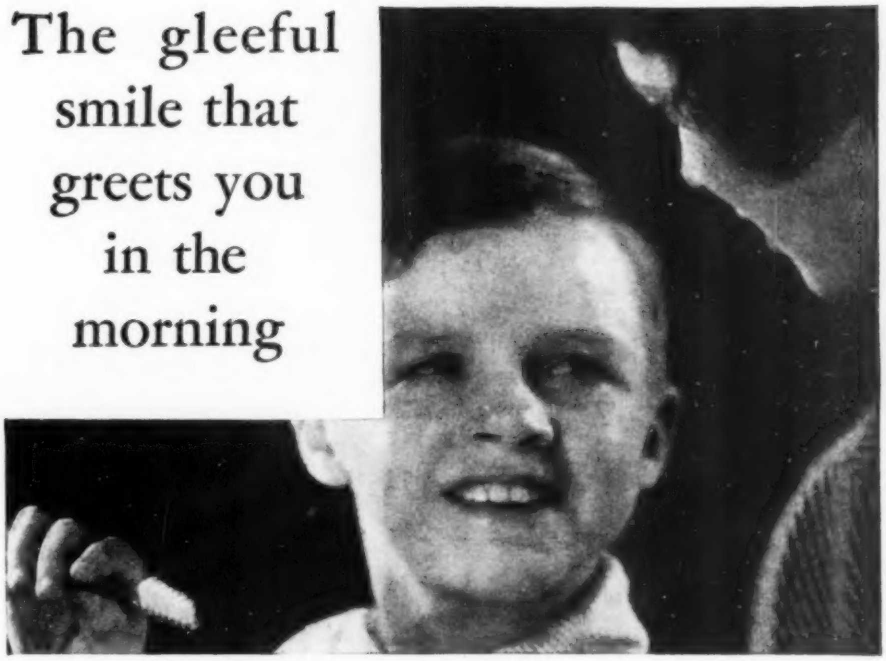
WE live on a new kind of frontier. Your son or your daughter will never be treed by wolves, but unless we all take care, they may, through lack of stimulus for their finer energies, be treed by neurotic fears and indecisions. They will not lose their scalps to an Indian, but they may lose the creative pulse of their own natures by taking their entertainment effortlessly from the movie and the radio. They will not go astray on a dim forest trail, but they may lose their way just as sadly by forgetting in an age of dazzling mechanical and financial progress the eternal values of the mind and the spirit.

The Girl Scouts is one answer to the need of protecting youth on the new frontier; of preparing your daughter for whatever the future may turn up—whether it be a profession, a business career or home-making and motherhood.

To have the Girl Scout life which, at its best, is a true answer to the needs of growing girls, there must be organization and leaders. I wish to urge every woman who is willing to give even slightly of her time and her talent to come in and help us develop this movement for youth. Only the lack of leaders stands between the Girl Scout experience and ten million American girls who are potential Girl Scouts.

MANY families are planning to spend their vacations this summer at Vassar College, where the Institute of Euthenics holds its fifth annual session from the 25th of June to the 6th of August. While the smallest children are spending the daylight hours in nursery school and those from 4½ to 7½ are learning in their own small community, the mothers and fathers will attend lectures. Courses are offered in Child Guidance, Mental Hygiene, Child and Adolescent Psychology, The Family, Religious Adjustment and the Psychology of Religion, What Parents Should Know About Schools and Education, and Nutrition. Some of the registrants will turn their energies to Food Preparation, to Batik and Bookbinding, or to Rhythms; others will devote six hours a day to courses in Interior Decoration, with perhaps that in Horticulture thrown in for good measure. A special class for fathers has been scheduled for Saturdays and there will be a conference for lay leaders of parent study groups.

The gleeful smile that greets you in the morning



EVERY day is another great adventure for your child. Life is simply a marvelous game and every youngster is eager for a thrill. That's why children think it's fun to brush their teeth . . . with Colgate's. It has the captivating taste they love . . . and remember.

Colgate's cleans with a *washing* action . . . its sparkling, bubbling foam sweeps over teeth and gums, surging down into tiny pits and fissures where food collects and where ordinary toothpaste cannot reach. It purifies and refreshes the entire mouth . . . polishes the teeth brilliantly, *safely.*

Important! Colgate's contains no drugs or medicaments which may derange the bowels or upset the digestion. This is a factor of prime importance with young children, as many mothers can testify.

More dentists recommend Colgate's than any other toothpaste . . . be guided by their advice, which is based on twenty-six years of experience with this wonderful dentifrice.

COLGATE'S
RIBBON DENTAL CREAM
COLGATE'S RIBBON DENTAL

FREE: ***to Mothers—This makes Toothbrushing a Game***

"The Way to Happytown" is a delightful little child's book about the adventures of Bob and Betty on the Way to Happytown. In it is a toothbrushing chart which appeals to the child's play instinct . . . and offers a *reward* for brushing teeth regularly. It is approved by educator and helps you to teach your children the clean teeth habit. Mail the coupon and get this book—free—with a free trial tube of Colgate's.

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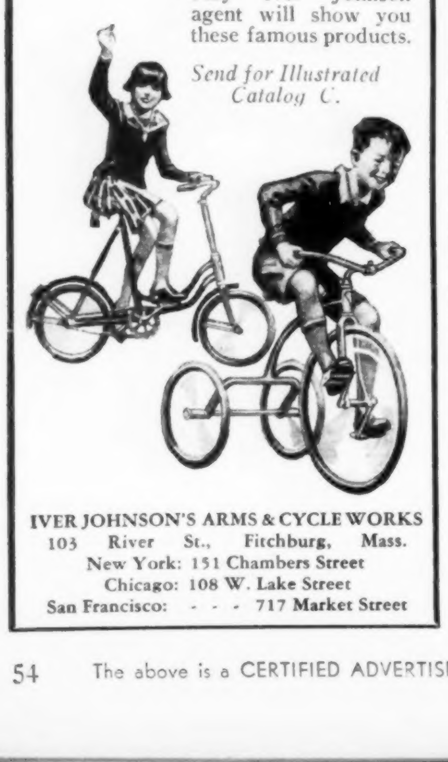

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Making a Living and a Life

(*Continued from page* 19)

to job, losing valuable time which his classmates are using in definite preparation for a particular occupation. To this group may also be added that vast army of drifters who fail in college, or who drop out at the end of the freshman or sophomore year. A study of the enrollment in engineering schools in the United States reveals the fact that nearly half of the students who enroll as freshmen engineers do not finish the sophomore year. What becomes of them? Certainly the year or more of failure suffered by many of them is more apt to prevent progress than to set them right.

THE case of Henry B is typical of many. He enrolled in electrical engineering, failed in mathematics and other subjects during the first semester, but was put on probation and shifted to agricultural engineering, as he came from a farming community. The freshman work in this course was not much different from the other preliminary engineering courses, so he failed again and, according to the rules of the institution, could not return until he had been absent one year. He spent this year earning money in his father's implement store and returned the next fall, enrolling in business administration, in which he failed as before. No one had talked to him about his hopes and ambitions and no one had analyzed the causes of his failure. It was only by chance that a teacher discovered his plight and gave him a chance to unburden his heart. It came out that he was trying to graduate from college because his older brother had received his degree a few years before, making an excellent record, and his parents thought he ought to do the same thing. He knew that he wasn't a good student, didn't want a college degree, but was anxious to know all about tractors, so that he could handle that end of his father's business. He was assigned to the automotive trade course and went happily to work, as he might have done three years before, had there been any systematic educational guidance in that institution.

Of an entirely different sort is the problem of those who stay on through high school and college, because they are bright enough to "get by" any ordinary course, yet do not know at any time what it is all about. They plan rather vaguely to teach or go into business, or go on with graduate work, but no definite objective is set up. The result is that they either drift about for several years, or they choose a special field without any certainty that they will enjoy it or be successful in it. There was a time when students were advised to browse around in college, get their A.B. degrees and then decide where to specialize. Today the "combined curriculum" is dominant. This means that a student must select his vocation not later than the sophomore year, so that he may take a "pre-medic" or "pre-law" course for at least two years before specializing in the technical phases. Such a plan usually saves two years and gives a fairly broad background. There is no objection to a cultural course, or to one which offers try-outs in various sciences. But the general course is too often used as an excuse to dabble in this and that, with very little progress reported.

It is evident from this discussion that the burden of organizing proper educational and vocational guidance falls upon the schools. The fact that 75 per cent of the cities over 10,000 in population now have organized guidance activities is encouraging. School superintendents say that the organization will be developed as fast as the general public will support it. The initial expense of employing a director of vocational guidance, developing personal records and supplying clerical help, is, of course, the chief objection. Where this has been done, however, there is an immediate saving, due to fewer repeaters in the courses and better grouping of students. But even though the expense remains, the community will profit by the better training of its workers and prevention of wasted years in school, not to mention the increase in human happiness.

SOME school systems accomplish a little by the volunteer help of teachers who are interested in the boys and girls, or, in some cases, the principal spends much of his time in interviewing and advising. Neither method can compare in effectiveness with the systematic activity of a trained advisor. It is necessary to gather together all the available information about a student, including the results of tests of intelligence, achievement, interests, personality, etc., before attempting to advise him. A personal interview then results in the temporary planning of courses looking toward one or more possible fields of endeavor. As time goes on, the choice of the student becomes more definite. Now the advisor must know where advanced training may be had, where an apprenticeship may be served, what firms are needing employees or what half-time work is available. And finally, after the student has gone on into the chosen field, contact must be kept with him and suggestions offered when needed.

The choice of a vocation for each child in the family has always been of vital concern to parents. In former times it was expected that the boys would follow the occupation of the father and the girls get married. Even today, many a father plans a business that is to be carried on by the sons and the mother plans a marriage campaign for the daughters. In other homes, children are dedicated at birth, to the ministry, law, or medicine. Other parents are not so definite in selecting occupations for the children, but are so eager that a child shall become a teacher or engineer or lawyer that there really is nothing else for him to do. All such choosing for the children is essentially wrong. First, because it violates the rights of an individual who has his own life to live. Second, because it presumes a foreknowledge of abilities, which not even a parent can have. There never was anyone just like your boy or girl before and there never will be again, so no one knows just what he or she may become. It is quite right to desire and hope, but to choose or unfairly influence the choice of a vocation invites tragedy.

Three brothers sat in the office of the Dean of men in one of our large universities, and could not hold back the tears as they talked with him. "What can we do?" said the eldest, who was just graduating from the law school. "Father picked out what we were to do when we were boys. He has put me through law school, Frank is preparing for the ministry and George has already taken the pre-medical course. None of us wants to be what he is. I hate law. I want to work with plants—be a botanist or forester or something like that. Frank is always tinkering with machinery and George wants to go into business. We're failures already, that's what we are, and Dad's to blame, even if he has worked so hard for us."

Such a scene occurs frequently. One thing is clear; parents must not stamp these unformed lives with the mark of any calling. What then can parents do?

FIRST they can build a foundation. Children need full development of all that nature has provided. Healthy minds, healthy bodies, habits of mental alertness, moral firmness and ambition to accomplish something worth-while every day are fruits of home life.

They can provide "try-outs." Each child can be given an opportunity to try various occupations in a miniature way. Some music lessons are given on the instrument of the child's choice. A work-bench is provided with real tools, paints, glue and other accessories. There are sewing outfits and a chance to use the sewing machine. Leisure time and vacation occupations may include playing store, writing and telling stories, drawing and painting, constructing radio sets, repairing an old motor, bicycle or automobile. Many high school systems have just such a program of try-outs in the classroom, in clubs, and in the industrial arts department. But the home can supplement these efforts materially.

Parents should use scientific information in attempting to guide their children. This will take the form of attending child clinics where they are available, talking with teachers about the outstanding characteristics of their child. They should adopt a frank and fair attitude toward all sorts of tests and ratings. Every child has the right to be better understood by the help of tests of intelligence, school achievement, interests and adaptation. If results do not come out as parents had hoped, it is best to face the facts,

(*Turn to next page*)

Child Specialists say:

CHILDREN'S SHOES SHOULD BE

- *flexible*
- *arch-supporting*
- *air-admitting*
- *shock-absorbing*
- *light-in-weight*
- *roomy*

"CHILDREN'S foot troubles are mostly *shoe* troubles," says a prominent child specialist. "They need *flexible* shoes that allow plastic young muscles free normal movement."

Hood Canvas Shoes are specially constructed to meet the needs of growing feet. Their *flexible* canvas uppers allow *natural* foot freedom. They also let in enough fresh air to prevent the excessive perspiration often caused by playing in stiff, non-porous shoes. Moreover, Hood shoes have an extra-tough protective sole. And a narrow shank gives firm support to the arch.

All the freedom and none of the disadvantages of the old-fashioned sneaker.

There's a light, free-footed, trim and good-looking Hood shoe for every boy and girl from kindergarten to college age!

***An exclusive Hood feature**—is the Hygeen Insole. This special insole does not absorb perspiration and minimizes the opportunity for unpleasant odor.*

HOOD RUBBER COMPANY, INC.
Watertown, Massachusetts

Look for the Hood Arrow
HOOD

Send for the Hood booklet on the care of your children's feet. Written by a well-known orthopedic surgeon.

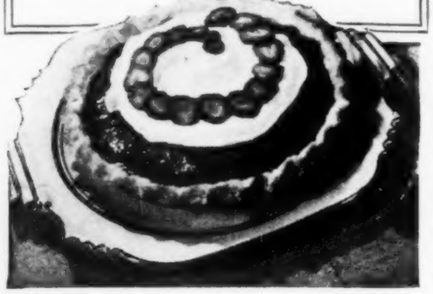
Let Them Have More Fun in Hoods

HOOD MAKES CANVAS SHOES · RUBBER FOOTWEAR · TIRES
RUBBER SOLES AND HEELS · RUBBER FLOOR TILING

STRAWBERRY BLOSSOM TART

2 packages Royal Gelatin Dessert (strawberry flavor)
2 cups boiling water
2 cups crushed strawberries
½ cup powdered sugar
1 cup cream, whipped and sweetened

Dissolve Royal *Quick Setting* Gelatin Dessert in boiling water. Add strawberries and sugar. Chill until mixture begins to thicken, then pour into a baked pastry shell. Chill until firm. Garnish top with whipped cream before serving. Makes 1 large pie or 1 smaller pie and small tarts.



Foods with Festive Forms for June

THE month of parties keeps the hostess on the qui vive for variety and charm in her menus. Salads, appetizers, garnishes, desserts and beverages—the mainstays of any party—must all be different for each occasion.

Again Royal solves the hostess' problems—with a brand new food discovery—Royal *Quick Setting* Gelatin Dessert.

Just try this new SPEED gelatin with some of the fascinating new Royal recipes. It is so *QUICK* and easy to prepare . . . ready to unmould in *HALF* the time you have usually allowed.

Be sure you get the quick setting kind—made by the makers of Royal Baking Powder.

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In the red box, the same color as the Royal Baking Powder can. Five delicious flavors: Strawberry, Raspberry, Lemon, Orange, Cherry. Just follow the directions on each package.

FREE BOOKLET– containing delicious new gelatin recipes. Just what you'll want for summer-time parties!

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Please send me the newest booklet of Royal Gelatin Dessert recipes.

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Making a Living and a Life

(*Continued from page* 55)

planning and working for the highest interests of the child, whatever his special pattern of character may be.

During high school years, talk things over with your boy and girl. Bring books and magazine articles to their attention. Introduce them to men and women who have succeeded in various fields. Find out what the vocational counselor has suggested. Plan for college or technical training, without insisting on too narrow a choice at the beginning. Co-operate in getting outside jobs for the young worker; something remunerative and quite apart from the family occupation.

In all vocational guidance, it should be remembered that educational guidance comes first. There are the fundamental or tool subjects to be learned. There are useful skills to be acquired. Then comes specialized training in sciences, languages and trades. Do not urge children to specialize too much at once. Help them plan school courses so they may choose one of several paths without loss of time and school credit. Even in college the choices may be tentative. A sophomore came to me not long ago who was interested in law, languages, debating, literature, drama, sociology, psychology, and related fields. He wanted to be a lawyer, but not an office man. Teaching was not attractive unless it be college teaching or coaching debate. But underlying all the choices was the hope that he might some day enter the diplomatic service. All this is not such a Chinese puzzle as it might seem. He is only twenty years old. By careful planning he can cover most of a pre-law course and at the same time keep up with his languages, literature and social science. When he is a senior, if he feels that he can not go on with law for three more years, he can coach debate and teach language or literature in high school. Later he can come back for graduate work and either prepare for college teaching or read international law and go into training for the diplomatic service.

It seems to me that we parents must take a middle ground on the whole question. It is useless to blind ourselves by accepting the loose philosophy of those who say that anybody can be anything and that whether one is successful or not is all a matter of chance. It is equally futile to insist upon a definite choice at too early a stage in a boy's or a girl's development. But it is important that choice of a vocation be kept constantly in mind and progress made toward a decision as each year of training goes by. All the help that modern science can give should be called upon to prepare the boy and girl for making a good living and a worthy life.

Helps in Choosing a Vocation

Books for Parents:

EDUCATIONAL AND VOCATIONAL GUIDANCE, Wm. M. Proctor, *Houghton, Mifflin.*

THE PROBLEM OF VOCATIONAL GUIDANCE, George E. Myers, *Macmillan.*

THE VOCATIONAL GUIDANCE MOVEMENT, John M. Brewer, *Macmillan.*

Books for Boys and Girls:

OCCUPATIONS, Gowin, Wheatley and Brewer, *Ginn and Company.*

VOCATIONAL SELF-GUIDANCE, Douglas Fryer, *Lippincott.*

CAREERS FOR WOMEN, Catherine Filene, *Houghton, Mifflin.*

THE BOOK OF OPPORTUNITIES (3,000 occupations), R. H. Platt, *Putnams.*

THE BOY AND HIS VOCATION, John I. Sowers, *The Manual Arts Press.*

Where to Get Information:

The National Vocational Guidance Association, Harvard University, Cambridge, Mass.

Bureau of Education, Washington, D. C., for Bulletins on Guidance.

The Children's Bureau, Department of Labor, Washington, D. C.

Vocational Service Bureau, Ann Arbor, Michigan.

Society for Occupational Research, Los Angeles, California.

Y. M. C. A. or Y. W. C. A.

Departments of Vocational Guidance in your public schools.

Books and Pamphlets

Published by THE PARENTS' MAGAZINE
255 Fourth Avenue, New York, N. Y.

A Doctor's Letters to Expectant Parents—A helpful book treating the psychological side of pregnancy as well as the physical. Invaluable to both mothers and fathers-to-be. Eighteen letters—two for each of the prenatal months. $1.75.

The Modern Baby Book and Child Development Record—A unique book in which to record the development of children from birth to 16 years. It combines the charm and sentimental features of the old-fashioned baby book with the scientific records prepared by two of the foremost child specialists. Enables you to compare your child's development with the "average" child. The book comes in a box containing a handy file for photographs, letters, school report cards, etc. An ideal gift to the mother of a new baby. In pink or blue cloth binding—$5.00. De Luxe edition in half leather in either color—$10.00.

If Parents Only Knew—What the modern school is doing for the child and how the home can help. Health, Recreation, Citizenship, Character Training and Choice of Vocation are among the subjects. $1.75.

How to Adopt a Child—How to select the right child for you; the methods of adopting a child; a list of reliable agencies through which they may be adopted and information on the rearing of adopted children. 25c.

Choosing the School—Questions parents should ask when choosing a school. A school catechism and a bibliography on educational methods. 10c.

What a Camp Can Do for Your Child—This pamphlet explains the advantages of camp life for boys and girls and includes a bibliography on camps and camping. 10c.

Should Children Eat Canned Foods?—An unbiased report based on scientific findings concerning the quality and safety of canned foods and their use in the child's diet. 10c.

How to Boost the Membership of Your P.T.A.—12-page pamphlet outlining a well-laid plan of action for a successful membership drive, including methods of gaining cooperation of enrolled members and school children and ideas for publicity in local newspapers. 10c.

HOME MOVIES

By Louis M. Bailey
Amateur Cinema League, Inc.

The Child and the Ciné

CONTRARY to popular opinion, children are not spontaneous and brilliant actors before the home movie camera, according to Mrs. Marion Norris Gleason of Rochester, N. Y., said to be the first person to use a 16 mm. motion picture camera and, as mother of several strapping youngsters, an authority on child cinematography. Unplanned and unprepared pictures, be they portrait studies in motion or action films, are very likely to be dull and uninteresting, she finds, even to the proud parent.

Mrs. Gleason firmly believes that the parent who wishes to secure truly representative and worth-while films should keep the camera loaded and watch with eyes wide open for happy opportunities. And she stresses the point that this means not only the physical eye but the eye of the imagination, for, frequently, the most charming subject will wholly escape the person who sees only the obvious. As an example, she recalls the motion picture of a curly-headed three-year-old blowing the silky, glistening seeds from a milkweed pod and watching them drift away, which turned out to be one of the loveliest child portraits she has ever seen. Without imagination, a milkweed pod would hardly suggest such a result.

She urges that naturalness be the goal of child movie portraiture, and has found that photographing children at their play, if this can be done without disturbing them too much, nets a high percentage of successful studies. Pictures of very young children with toys that move have proven particularly effective. Pets always furnish an apt foil, especially when they are talented enough to do some tricks. A pet dog or pony will often be the key to success with boys when they are at the age when any sort of posing results in the most agonized self-consciousness.

THE middle of the morning or late afternoon for general shots and a diffused sky or light shade for close-ups are recommended. Action directions should be rehearsed at least once and the same directions repeated as the camera is whirling, where a definite and planned action are desired. Story ideas for such films are constantly being suggested by the games invented by the children themselves. But Mrs. Gleason warns against planning a story and then trying to gather costumes, properties and a cast to fit it. Rather, she has found it best to determine what the materials at hand suggest and to build the picture around them. This method is easiest and secures the best results.

Years from now—SEE him toddle across the screen

Only $1.75 for one loading of Motocamera

—and when he's grown, you and he can watch his baby ways and his boyhood days all over again on your own home movie screen. At last this joy is possible to all, thanks to this new world-famous Pathé Motocamera, for which one loading of camera costs only $1.75, and the camera is also amazingly priced—half of what you'd expect it to be. Write for the big news!

JUST as easy as making snapshots, you can now see, for years to come, clear, heart-thrilling moving pictures of your child in all the adorable antics of his babyhood—in all the captivating playfulness of his growing years.

Think of it! The genuine Pathé Motocamera that any amateur can work with professional results. With the wonderful F3.5 lens. Weighing only a little over 3 pounds; beautiful, compact. With a simple spring motor that takes the picture without any hand cranking. Most remarkable of all is the 9½ mm. film within the reach of the most modest purse—only $1.75 for one loading of camera — an achievement in economy that at last brings to you these thrilling joys of home movies to be treasured for years.

Just mail the coupon for complete information about this new low-priced movie camera and about how to win the valuable prizes that Pathé will give for the best pictures taken and submitted in the exciting contest now starting. Now, with summer pleasures on, is the time to start your living record of all the family. Now is movie time! Learn how you can so easily and economically possess this wonderful new Pathé Motocamera. Mail the coupon now! (There is no obligation.)

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Please send me, FREE, complete information about how I can enjoy your new low-priced moving picture camera. Also, tell me how I can win one of the valuable prizes in your picture-taking contest.

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Why Doctors Advise

PYREX

NURSING BOTTLES

A little baby's feedings are so important that doctors urge the use of Pyrex Nursing Bottles as a real step toward higher infant health standards.

The risk of upsetting baby's schedule by bottle breakage at feeding time is eliminated by these temperature-resisting bottles. They will not break in quick changes from hot to cold water. Nor in sterilizing.

Give your baby this safer, boil-proof nursing bottle that doctors recommend:

Six-sided—they will not slip from your hand or baby's. Free from sharp angles on the inside—they are very easy to clean.

Flat-bottomed—they stand firmly.

Ounces and half ounces are plainly marked.

The two shapes that baby specialists approve—narrow neck and wide mouth—both in 8-ounce size.

Get enough Pyrex Nursing Bottles for a full day's feeding from your druggist. Made by the makers of Pyrex ovenware. Corning Glass Works, Corning, N. Y.

Trade-mark "PYREX" Reg. U. S. Pat. Off.

TINY-TOTS

Guard Baby's Tender Feet

Style Pictured

$1.75

Serviceable play shoe built with extra width in toe and ankle for "chubby" feet. Easily put on, no wrinkles or roughness. White, smoke, or dark-smoke elk. Sizes one to five. Money-back guarantee

Baby's feet can be dangerously harmed by poorly made, badly shaped shoes. "Tiny-Tots", scientifically made, are shaped to baby's natural foot curves. Dress and play—for wee baby to two year olds.

"Tiny-Tots" have been making happy, healthy baby feet for 40 years. Endorsed by foremost authorities!

Protect baby's feet. Insist on "Tiny-Tots". Your leading store should have them. If not, order direct from us, giving store's name.

Send for Catalog showing complete "Tiny-Tot" line

TINY TOT SHOE CORP.

84 North Street, Rochester, N. Y.

How Mothers Can Keep Their Health and Looks

(*Continued from page 22*)

same principle that with a little money one can make more money. Health is a tangible asset in life. It is not just the negative of disease. It does not make us self-conscious to talk in this way of health. By making ourselves health conscious, we tend to accept the miracle of our minds and bodies and take full responsibility, not shifting upon some remote ancestor our nervousness, tensions, explosions, headaches and so forth.

How can you have this health inventory and who will make it? The answer is and should be your family physician.

A ROUTINE health examination will include a study of your habitual posture, the alignment of your body and your sitting and standing positions; the way you use (or abuse) your feet and whether the foot arches are natural, relaxed or flat with the resulting aches and pains or calluses. Muscle development and tone are noted as important factors in keeping your body fit. Weight is a relative question, depending upon the type of bone and body structure, family build and glandular balance. Those markedly underweight of the lean narrow type, will find it difficult to gain amid the confusion and hurry of the modern world. They tend to be over-active, to sleep little, to be tense, to eat irregularly and not much at a time. They do not need medicine but a changed routine. If the abdominal organs have "dropped," they need a supporting belt, the foot of the bed elevated, four or five smaller meals instead of three heavy ones, a chance to rest after eating, and longer hours of sleep. All of which mothers know work wonders with linear type children, but have not applied to themselves.

The stocky, overweight type of mother, on the other hand, needs attention to diet restriction (usually of carbohydrates) to more exercise directed toward the reducing of the fat pads around hips and abdomen and to the correct use of the foot and foot exercises to help bear the added weight. Often she requires glandular therapy which should be advised by the physician and only after careful tests to determine whether the thyroid or pituitary glands or both are underfunctioning.

Causes of backaches and constant headaches are traced to their sources through paths devious to the lay mind, rather than temporarily corrected by drugs. The eyes, ears, sinuses, nose, throat and glands are checked to see how healthy they are. Heart, lungs, kidneys and abdominal organs are examined in the manner of expert diagnosticians anywhere. Experience is needed to evaluate the findings. For example, a toxic condition might be found resulting in backache, loginess, pains in joints, a soggy skin, a lack of energy. Many things can cause it. The wrong kind of food and poor elimination or constipation would be among the first things one might investigate. Many toxic conditions result from absorption from the intestines when the individual does not realize that there is any trouble. One daily bowel movement is often not sufficient.

Devitalized teeth may harbor poison or prove a lodging place for future focal infections. Routine yearly X-rays of teeth may show suggestive changes or shadows, but remember that a tooth root can be diseased and yet not show any trouble by X-ray.

Tonsil crypts may be filled with pus, yet give no pain. A culture of the secretion from either tonsil, sinus, nose or any boil or abscess will show what germs are present and this knowledge may often pave the way to a cure in those cases where the actual cause can not be removed. It is not always easy to find which focus of several is causing trouble, and obscure aches and pains can come from conditions which give no obvious symptoms.

IN a periodic examination every warning signal or body change would be noted. Some changes come with the years and are accepted. Others, such as increasing blood pressure, hardening of the arteries, thickening and irritation of the skin, or lumps anywhere, should be challenged at once. Thus the health examination includes the eliminative one and the preventive one, which looks for early signs of disease and picks out susceptible individuals for special care and treatment.

The follow-up of a health examination is essential if you are to benefit by it. By this we mean a discussion of your strong as well as your weak points with concrete advice about overcoming or strengthening the latter. If you really want health, you must work for it. If you are flabby muscled with a tendency to girdle weight there are daily exercises which help; if your diet is at fault, then nothing but a right about face will do; if you must spend your entire day standing, then learn to use your feet so they will be strengthened, not weakened by it. If there is no opportunity for supervised exercises for women in your community, then start the ball rolling and see that such opportunity is provided. "Follow-up" means doing each day the things that are advised, until you overcome the weakness or turn a handicap into an asset.

We need much careful study as to how to include in any health examination an inventory of the emotions, a careful readjustment of which is just as important as the physical condition. The two are interdependent. Any mother knows how often her wise handling of a difficult situation depends upon whether or not she has had a good long sleep the night before, whether she has had something to eat or is tired and hungry or whether her own emotions are involved as well as the child's. We believe that the time will come when one will check up on emotional stability in a health examination as we now can on bodily well-being.

If you appreciate the need of help in keeping yourself up to your best, physically and emotionally, then ask for it in your community. In response to a real need, recognized and expressed, the following things will happen:

(1) Your family physician will realize the need for study along this line and will compare methods with his fellow practitioners, using laboratory tests and specialists to confirm his diagnosis as needed.

(2) Physicians will associate with themselves trained individuals to give that part of the examination which falls within specialized fields; graduates of schools of physical education for posture and foot conditions, muscle training, individual exercise, and so forth; dietitians to work with the over and underweights, the food susceptibles and the low resistance group.

(3) Medical schools will teach health and the methods of evaluating and keeping it.

(4) Hospitals will provide an inventory for patients who are leaving after having been cured of their acute illnesses.

(5) The physician and the community will provide "follow-up" facilities, including health activities which may be undertaken by those needing special types, exercises differing from the standing, stooping housewifely duties. Such recreation really re-creates, so that you may keep not only your youthful figure but a young point of view and live not only in your children but with them.

Mothers should not forget themselves in arranging for the health and well-being of their children. Give yourself at least half a chance for outdoors and sunshine, activity, rest, friends and fun. Make yourself well and keep well, so that your food will digest normally, your eliminative process act naturally and you will not only find yourself happy enough to sing a bit at your work, or read and appreciate a finely written book, or enjoy a good time with your husband, but you will be an infinitely more interesting, attractive, wise and effective mother—and that's about the biggest job there is!

The Homemaker's Summer Calendar

TO lighten the work for the summer, the ornaments and bric-a-brac are stored away until fall brings them out once more. Curtains are taken down and put away, rough dry. The radiators are protected by colored oilcloth slip covers. Screens have been put up before the annual invasion of insects takes place. The summer rugs are laid; the porch furnishings are washed, painted and arranged. Now that the fires are out and the house will stay uniform in temperature, it is also wise to have the piano tuned.—*J. B., Merion, Pa.*

"WHERE'S MY BLANKET . . .

with kittens and brownies and playtots dancing across the covers?"

BABY is safe and warm in the cozy folds of a Baby Pepperell Crib Blanket. The new assortment of delightful designs in many weights and sizes will enable you to select just the pattern you need. The dainty shades of blue, pink, orchid and peach blend ever so delicately into the nursery ensemble.

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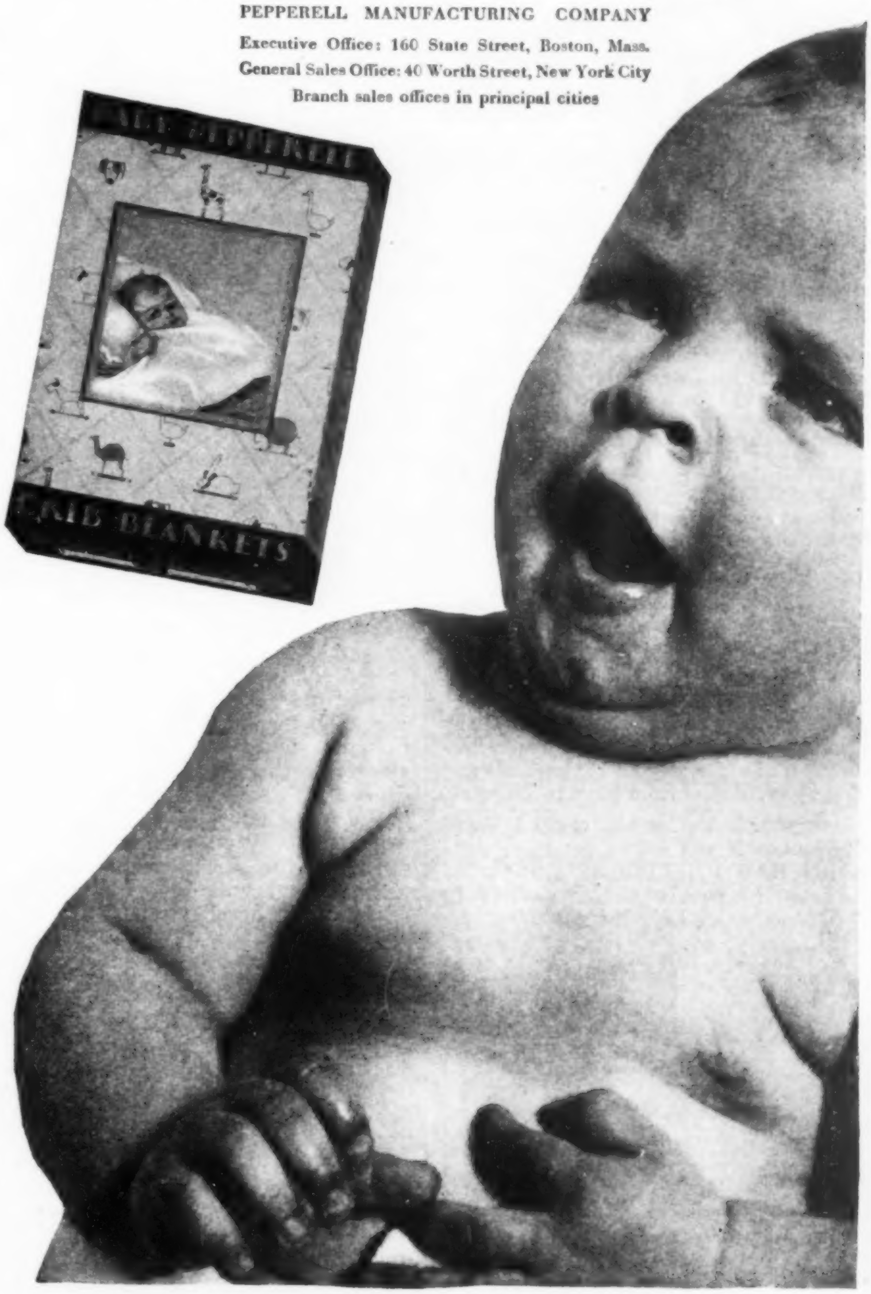

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Furnishing the Whole-Family House

(*Continued from page 35*)

early America, and develops his appreciation of good things by teaching him to understand the historic interest of the furniture about him. In this connection I can't resist the desire to call attention to a book which tells the story of the daily lives of the people of Colonial days by means of the things with which they lived. "Made in America," by Susan Smith, tells the story of Pilgrim furniture, hooked and braided rugs, Colonial quilts and bedspreads, Steigel and Sandwich glass, pewter, old prints and lithographs in a way that is intensely interesting to the young reader.

CONSIDER the boy's room in maple. It should contain a day-bed if the room is to retain the appearance of a living-room. The spindle-end type is a good choice for the Colonial room, or a roll-end type may be used. A desk with a drop front, Shaker style, reminiscent of the Governor Winthrop, which father has in his study, is practical as the drawers allow a good deal of storage space for the treasures which boys accumulate. A desk set covered in shellacked paper with map decoration will interest the boy and the parchment color of the paper is harmonious when combined with the dark maple of the furniture. A chest-on-chest of drawers will serve as a chifferobe for the boy's clothing and a few chairs of the Windsor type with rush seats will accommodate his guests. A butterfly table which may be used for study or for an informal after-school meal will not take up much room as the drop leaves reduce its size when it is not in use. A hanging shelf for books, a maple-framed mirror and a few maps or prints of old sailing ships or hunting scenes will decorate the walls in a satisfactory masculine manner. A floor lamp of polished pewter with a brass whale-oil pot is appropriate to the period of this room and the shade of parchment paper may be decorated, or the ship motif or the hunting scene carried out. Other lamps, with devices for dimming the light, can be had in Colonial mood. Pewter or colored glass bases may have shades which set over a chimney so that, though electrified, these lamps give the appearance of the old oil-lamp, even to the turning down of the wick. If the room is large enough, one upholstered maple arm-chair of small size may be added as a guest chair. This may be upholstered in a chintz to match the draperies. If the walls are plain color a fabric of intricate pattern and much color may be used for the draperies. If the map, the ship or the hunt has been the theme of the decorative accessories, the chintz for the draperies may follow this theme. If the walls are of patterned paper the hangings and day-bed cover should be in a geometrical design. Such designs are now found in a sunfast fabric of neutral ground with small squares marked off on it in multi-colored chenille threads, or a rough-weave mohair in a ribbed weave which blends two colors to give the effect of one, or a spongy, two-tone cotton fabric of rough weave which is especially practical, and comes in an excellent range of colors mingled with white. The rug may be a Scotch wool, a close all-over patterned Axminster or a frieze carpeting in two-tone effects. A very satisfactory color scheme for a boy's room may be worked out in wood tones with accents of parchment color and red, or the wood tones may vary from yellow or orange as an accent color to dark brown in the rug. Green would also add interest to this latter scheme. Remember in furnishing your son's room that boys will probably want plenty of room for a scuffle with no accessories to topple over if they shake things up a bit. The room may be artistic but it should be masculine and uncluttered.

THE girl's room, though following the ideal of being a bed-living-room, may be more intimate in character. Maple is very satisfactory here as well as in the boy's room. The bed, also a day-bed, may be a four-poster type with very low posts. A kidney-shaped dressing table is draped and has a maple framed mirror above it. A small chest of drawers serves as a lingerie chest. A corner cabinet may be used for bits of glass and figurines which interest a girl, or for books, sewing basket and so forth. A slipper or boudoir chair, upholstered, may be used as a guest chair and a low oval coffee table beside it will serve as a book table and for a small bowl of flowers, or for serving tea. A desk may be part of the furnishings of this room, if there is room for it, and two straight chairs of the ladder-back type, with rush seats will be found to be necessities. The oil-pot lamp, of the type suggested for the boy's room, is also a good type for

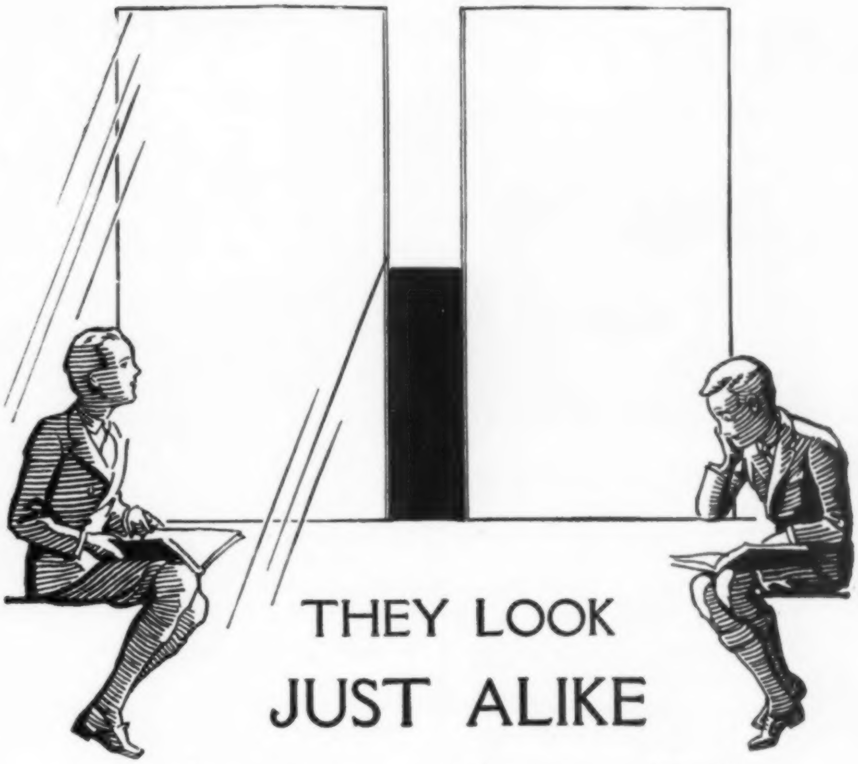
IN order that the home decorating expert can be of real service to readers seeking advice relative to their house furnishing problems, she must have certain definite items of information on which to base her judgment. So if you have a request to make you will be wise to see that it contains the answers to the following questions: What style is your house? Is it new and are you buying all new furniture? If not, what pieces have you that must be used? About how much do you plan to spend, or to what income group do you belong—$3,000 or $30,000 a year? How many children have you? What are their ages? Are you interested in a particular color scheme, types of furniture, fabrics or rugs?

use here, but the shade may be of a pleated chintz, or a parchment paper shade decorated with Godey print ladies. The other lamp in the room may have a small cut-glass base resembling the old-fashioned oil lamp, in crystal or color, with a shade of ruffled organdy to match the curtains. In this room the wallpaper of a small floral design in rose and blue should be shellacked to preserve it and make it possible to keep it clean. The blue of the design may be picked up in the honeycomb homespun spread used on the day-bed and in the chintz of the draped dressing table, which may be plain color, glazed and bound in the rose color also to be found in the wallpaper. The boudoir or slipper chair may be upholstered in a blue chintz with a tiny sprig of white flowers in it and the window curtains may be of ruffled pink organdy, a color which is repeated in the lamp shade of the rose glass table lamp. A carpeting which reproduces the pattern of old hooked rugs in squares in which floral and conventional designs alternate may be used on the floor and will contain the colors of the room as well as many others. A small patterned rug in which deep blue is the background color may also be used. Calico patterned chintzes are also good of this type, the small pin-wheel patterned types in red-and-yellow or yellow-and-red being especially popular. Blue and red are also appropriate for a room in this style, and either color may be dominant.

PROVINCIAL furniture is especially suited to use in young people's rooms; and other types which are in favor, besides the Colonial which we have discussed at length because of its popularity, are: English provincial of the sturdy 17th century type with Tudor paneling, which is excellent in a ruddy pine or in ivory or green enamel finish; a Russian provincial type in the same finishes; Spanish provincial groups with painted decoration; and others of a Mediterranean provincial group which are very charming. Maple, pine, or green or ivory enamel finishes are available in most of these groups. Painted provincial chairs with rush seats supply a gay note in a room in which maple furniture has been used.

We suggest that in buying furniture for a room that is to be strictly masculine, some attention be given the oak and chestnut furniture which is appearing in greater quantities than ever before. Chestnut is quite inexpensive, has a nice sturdy, masculine look and is simple in style. Oak, though more expensive in most cases, is the furniture of a lifetime's duration.

In considering the furnishing of any young person's room it is well to remember that this is the age at which the boy or girl becomes strongly individualized and asserts his independence. Be ready with suggestions and help in this matter of room decoration and furnishing, guide his taste tactfully toward the best, but do not make the mistake of planning the room for him or being too critical of his taste in the matter. It is his room—let him have the fun of furnishing it.



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POINTERS *for* PARENTS

Practical Suggestions Submitted by Readers

Nagging used to be my response to the problem of my ten-year-old son's perpetually grubby hands. Then I got a new slant on the problem. Over a convivial bottle of ginger ale I asked him if he knew why he didn't like washing his hands. "Certainly, I know why," was his amazing response. "You know, Mother, I expect to be an explorer or an adventurer of some kind and they always seem to be men who would have dirty hands and not take much pains about stuff like parting their hair." My comeback was an investment in some large and small towels and face cloths with ships woven on them. I hinted that voyagers probably had such towels on their ships, that the ships woven on the towels were the type Magellan and Drake sailed in. Amazingly the thing worked. He washes his hands with the greatest satisfaction, takes real pride in his own towels and won't have any others on his rack.—*Mrs. R. F. S., Chicago, Ill.*

Their Favorite Dishes

I make out my night dinner menus for a week at a time. On my desk stands a round ice-cream container with a slit in the top. It has been enameled black and has a picture pasted on the side. Into this any member of the family may drop a slip of paper with the name of something he would particularly like to eat. It helps me wonderfully in planning the meals and it is quite laughable to see the children swell with pride when their suggestions materialize.—*Mrs. M. S. M., Pontiac, Mich.*

A Novel Birthday Cake

A surprise for the children's birthday is a frosted cake decorated with fresh flowers. Sweet peas, violets, or pansies are exquisite against a background of white icing. To keep the flowers fresh, melt paraffin, let it cool slightly, then dip each flower in the clear melted paraffin and lay it on waxed paper. In a few minutes the paraffin will harden, making an airtight, transparent covering that will keep the flowers fresh almost indefinitely. Arrange them on the cake while the icing is still soft.—*Mrs. A. P. T., Selma, Ala.*

Let's Play School

A wise mother will not let her children's little minds get too rusty during school vacation, though not by any means burdening them with lessons or urgings to study! For the smaller group she has found it interesting to suggest at least one day a week, "Want to play school for a while?" If they do, they are allowed to have their usual little group of playfellows join them—it is planned as a game. Simple problems in arithmetic are written on the small blackboard for the younger group—more difficult ones for the older group. Pieces of paper and a pencil are given each, and they are soon busy. All are eager to get the correct answers and be the first to get through. Mother does not remain with them, but returns shortly to go over the papers. Then they have a spelling bee—easy words only for the children in the lower grades. Then first one and then the other are called upon to read. Mother has some school readers which she purchases for reading during vacation time. It is all loads of fun, does not take much of mother's time, and where there is an older brother or sister, or neighbor's child who can act as teacher, mother need only supervise. It is surprising how it helps them all.—*Mrs. R. B. S., Milwaukee, Wisc.*

When Junior Packs

My boy's wardrobe was quite sketchy when he returned from camp, as I noticed when I unpacked his trunk. Some articles, of course, had worn out, but others had been lost or left behind.

"Give me a list of the stuff you put in, Mother," was his own suggestion, "so I can check up when I pack my trunk to come home."

I typed a list of the articles that I put in his trunk last year (keeping a carbon copy for future reference) and pasted it on the inside lid of the trunk. This made it easier for the boy to collect his belongings when camp closed and he packed the trunk; and when I unpacked it in the fall very few things were missing.—*Mrs. W. H. B., Brooklyn, N. Y.*

Safety First

My children like to open and close the window in their room. I feared they would fall out, so I screwed a very large screw well into the frame about six inches above the window sash. They could open and close the window and I had no fear, as their heads could not go through the opening. Then at night I could ventilate their room from above and below without worrying lest they hang out the window next morning before we were about.—*Mrs. H. M., Margate City, New Jersey.*

If you have practical suggestions that would be helpful to others, tell them to us briefly. For every suggestion accepted one dollar will be paid on publication. Unaccepted contributions to this department will not be returned. Address Managing Editor, THE PARENTS' MAGAZINE, *255 Fourth Avenue, New York, N. Y.*

Prize Announcement

THE following problem appeared in the April issue of this magazine. We take pleasure in publishing below the letter which was awarded the prize as offering the most helpful suggestions. The author is Dorothy K. Bennett of Bogota, N. J.

Honorable mention is awarded to a group of interesting letters received from nine girls of the U. S. Grant High School, Portland, Oregon. Mrs. Grace B. Hiestand, their teacher, wrote in sending in the letters:

"For the past three years we have had a one-term course at Grant High School for girls that deals with all the phases of the child, the adolescent, sex, motherhood, etc. Last month twenty of the girls between the ages of fifteen and seventeen chose to write on 'John's Problem.' They have a feeling, although they are not parents, that the adolescent should think about such problems."

JOHN is seventeen years old, a high school senior, and a brilliant student. His parents are concerned because he does not enjoy the company of girls and boys with the exception of one boy whom he has known for several years. His father thinks that he would be benefited by four years of college, but cannot easily afford to send him. He feels that the boy should assume some share of the financial responsibility and urges him to plan to earn something in odd hours. This the boy is not willing to do, as he says that he prefers to stay at home so as to be with his one friend.

The Prize-Winning Letter

JOHN'S difficulties arise in all probability, from elements in his character which will make a fine man of him if properly handled—sensitiveness and loyalty. It is only the sensitive who takes no pleasure in the gambolings of the rest of the herd, and a strong friendship such as John has for the other boy can only endure when built on the qualities that are the essence of loyalty.

John has fallen into a rut—the rut of a comfortable, understanding friendship, the rut of avoiding rubbing shoulders with the rest of his world, with the strong possibility of uncomfortable jostling entailed. His salvation lies in prying him out of it. College away from home, a carefully chosen college, would be the best thing for him, but it is futile to expect him to work for something he doesn't want. He'd either fail in his efforts or loathe college for the rest of his days. If he were mine, I would make every sacrifice to send him to college, free and unhampered, the first year. Make a bargain with him. If he likes it at the end of his freshman year, he is to stay and work the rest of his way through, in part at least. If he doesn't like it, he needn't go back.

He's a good student. His scholarship will keep his head above water in the first confusion. Thrown into a new environment, he'll be forced to find new interests, make new friendships, form new loyalties. He'll go back.—*D. K. B.*

GIVE THEM
a wonderful vacation
You can do it for practically no cost if you know how

Old Faithful Geyser—(C) Haynes, St. Paul

FOR a whole term the children have been inside looking out. Now they are going to be outside looking in. And outside is where they will find everything they want to know about.

All that they need now is some *source* to turn to for the meaning of what they are seeing. In other words, what they need are "*source books*" that will answer all their questions and give them the thrilling adventure of their own discoveries.

And the greatest of all these source books for children is COMPTON'S *Pictured Encyclopedia.*

If you are planning to go away this summer, the children will take these wonderful encyclopedias with them and everything they see will have meaning.

If they are staying at home, they can travel in imagination clear around the world, without leaving their own backyard. They can go on trains and ships to strange cities. They can climb mountains and ford rivers and ride on camels. And Compton's, through its wonderful encyclopedic assemblage of picture and story, will give meaning to everything they do. And when vacation is over they will be eager to get back to school to tell all they have learned. And *you* will have had the easiest and most interesting vacation *you* have ever known.

What is there about Compton's that makes it so wonderful? The first thing about Compton's is that it is a source book about everything that children want to know and is written and pictured in their own language. It is a picture-story-book encyclopedia. Everything absolutely accurate, alphabetically arranged, and get-at-able, yet everything made simple and intensely interesting. So that, when they see a thing and want to know the meaning of it, Compton's makes it as thrilling in the book as it was to their own eyes. They become inspired to see more things and know more meanings. And that type of inspiration is the quickest source of learning in the world.

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BOOKS *for* PARENTS

The Human Mind, by Karl A. Menninger, M.D. *Knopf.* $5.00.

Anyone who reads Dr. Menninger's book will, if he is even moderately analytical and truthful, say again and again, "Here am I." Still more important from the standpoint of helpfulness to children today, he will be able to see how he got that way. The most distinctive discovery of modern psychiatry is, of course, the influence of early childhood experiences upon the unconscious, and the incidents related by Dr. Menninger make perfectly obvious certain lessons that may be applied by any parent or teacher.

For *The Human Mind* is a clear and comprehensive study, not primarily of psychiatric theory but of real people, chiefly everyday people, who get into mental jams—as we all do at least occasionally; what causes these difficulties and how modern scientists go about the cure of them. It is, in fact, a case book for the general reader.

At the same time the book is so well organized that the reader, however unfamiliar with psychiatry, cannot fail to place the case material in its appropriate applications and relationships. The volume is divided into six sections: Principles; Personalities; Symptoms; Motives; Treatments; Applications. Manifestly, this group of subjects covers the field of psychiatry, and a reader of the book will obtain such an understanding of the authoritative information in this field as is not available in any dozen other volumes. It is interesting, in view of recent abandonment of psychoanalytical doctrines by many popular writers, to note the definite acceptance of Freudian teachings by Dr. Menninger, who I am certain represents in this the informed and competent psychiatric judgment of the country.

A striking characteristic of *The Human Mind,* for the reader of general culture, is its literary quality. Most scientific works are as dry as political speeches, but Dr. Menninger's book not only contains scores of entertaining literary allusions, but has a style marked by vigor, charm, and personality.—*Reviewed by Nelson Antrim Crawford, Editor-in-Chief, The Household Magazine.*

Understanding the Adolescent Girl, by Grace Loucks Elliott. *Henry Holt.* $1.25.

The adolescent girl and her problems are safe in the hands of so intelligent and understanding a guide as Mrs. Elliott. A wide, practical experience, combined with thoughtful reading and a dash of those most saving graces, common sense and sense of humor, enable her to discuss this difficult period in a girl's life with constructive clarity and charity.

The book is written for the layman, with a considerate avoidance of dismaying technicalities of thought and language. It analyzes the girl's problems of relationships—social, religious, sex, home, business; it points out her difficulties in developing and asserting her personality; and it indicates, without dogmatic insistence, the direction to be taken by those who are assisting her to solve those problems. The chapter on "Common Adolescent Difficulties," such as crushes, idealization, being sorry for oneself, and so forth, is particularly penetrating, and should be read by all who have been puzzled by these common but perplexing manifestations in the girls under their care. The growing group of devotees to psychiatry, who scent a neurosis in every deviation from the norm, should note that, while the author recognizes and acknowledges the value of psychiatry in serious cases, she advocates it, not as an ever-ready panacea, but as a medical procedure to be adopted when simpler, more direct methods are inadequate to the situation. Indeed, there would be fewer occasions for psychiatric interference if parents and leaders of girls' groups could learn to adopt the attitude of broad tolerance, plus a certainty of the true values for growing girls which characterize the writer of this book.—*Reviewed by Helen L. Kaufmann.*

Camping and Character, by Hedley S. Dimock and Charles E. Hendry. *Association Press.* $3.50.

This book brings the best thought and methods of the social sciences to the aid, primarily, of those who conduct summer camps. But it would be a revelation also to most parents. It states the broadening aims of camp, gives findings on the extent to which character results actually are achieved, and offers ways, useful also at home, for handling behavior problems.

While character education formerly was neglected in camp, or sought almost entirely by direct preachment, character results now are sought as the by-product of all of camp life. The authors' concern therefore is with the best means of obtaining this character by-product.

Their ideal program grows from the unfolding of campers' interests. Boys

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share in co-operative government. Coercion is reserved for behavior difficulties, being used not so much for education as for "re-education."

Even the directors' talks are to be "sprung" occasionally, rather than to be regular routine. Each is to deal with one specific point, which counselors follow up in camp life.

The book is pioneering in spirit, not definitive. But it proves the value of camp in aiding social adjustments. Camp is shown especially good for the diffident child, also for the obstreperous, and for all deportment classes intervening. The type of camp is important, as its counselors and the ideals which it professes exert a real influence on youth. —*Reviewed by Paul D. Hasbrouck.*

Who's Obscene? by Mary Ware Dennett. *The Vanguard Press.* $2.50.

Mrs. Dennett, over the protests of clergymen, educators, and social workers, was recently convicted of sending obscene matter through the mails. The alleged "obscenity" was contained in "The Sex Side of Life," a frank, simple pamphlet on the primary facts of sex that Mrs. Dennett, years before, had written for her own children. The full background of that case is here given for the first time by Mrs. Dennett herself. Here, also, in the court proceedings, is the pamphlet in full with the original text and drawings as submitted to the jury, together with the evidence both in support and attack which the court did not permit the jury to hear.

But in scope, the book is far broader; it surveys critically the powers that have been granted to the Post Office Department, reviews the history of other cases in which these powers have been invoked, and demonstrates that the unlimited authority vested, by custom if not by law, in a single bureau and in a single individual, offers a dangerous and sinister threat to American liberties.

Other Books Received

How to Find the Right Vocation, by Harry Dexter Kitson. *Harpers.* $2.50.
Help in choosing a livelihood.

Social Control of the Mentally Deficient, by S. P. Davies. *Crowell.* $3.00.
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Simple rules for family safety.

An Introduction to Child Study, by Ruth Strang, Ph.D. *Macmillan.* $2.75.
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The Cause and Cure of Colds, by Dr. William S. Sadler. *Thomas S. Rockwell Co.* $2.00.
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This was the final sentence in an argument between Bronislaw Malinowski, the noted anthropologist, and his five year old daughter. *What would have happened if you had said that to your father twenty or thirty years ago?* How should modern parents handle the New Generation?

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Perversion in Children . . . by Havelock Ellis
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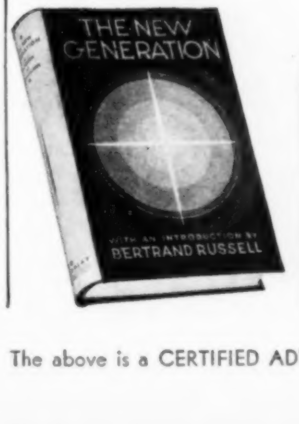

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BOOKS *for* Boys *and* Girls

By ALICE DALGLIESH

Teacher of Story Telling for Children, Teachers College, Columbia University

THE end of June finds most of us preparing for the summer vacation. Many families go to resorts and villages where library facilities are inadequate or non-existent, so the books to be taken in trunks and suitcases are an important problem. As space is also a problem, "little" books are a boon and a blessing. So we put these first on our list. They not only pack easily but are easily carried to the woods or the beach.

I SPEND THE SUMMER, by James Tippett. *Harpers.* $.75.

Another book of rhymes by the author of I LIVE IN A CITY and I GO A-TRAVELLING. The rhymes are of uneven value and do not seem to be quite as good as those in the other little books, but they have the advantage of being about children's vacation experiences. They are experiences in rhyme, not poetry. (Age 5-7.)

Illustrations from "I Spend the Summer," by James Tippett. Published by Harpers.

QUEENIE, by Helen Fuller Orton. *Stokes.* $1.25.

A pleasant little book about a cow and a calf, with other farm experiences. THE LITTLE LOST PIGS and PRANCING PAT are two more small-sized animal books by the same author. They are favorites with children. (Age5-7.)

ALONG THE SHORE, by Eva L. Butler. *John Day.* $1.25.

A convenient little handbook with illustrations in black and white and descriptions of shellfish, sea creatures, flowers and other interesting things to be found at the seashore. There are suggestions for making collections, making an aquarium and other activities. (Older children.)

A LITTLE BOOK OF NECESSARY BALLADS, compiled by Wilhelmina Harper. *Harpers.* $1.00.

Attractive book containing ballads such as Robin Hood, Young Lochinvar, Inchcape Rock and others. (Age 9-12.)

Other little books:

THE STORY OF MRS. TUBBS, by Hugh Lofting. *Stokes.* $1.25. (Age 5-7.)

THE BEATRIX POTTER BOOKS, PETER RABBIT and others, by Beatrix Potter. *Warne.* $.75. (Age 4-6.)

POLLY PATCHWORK, by Rachel Field. *Doubleday, Doran.* $.75. (Age 6-8.)

THE MACMILLAN LITTLE LIBRARY SERIES. $1.00. (Many titles, books small, light, attractive.)

THE HARPER ROUND TABLE SERIES. $1.00. (A number of titles.)

Among the new books we find several larger books dealing with various phases of outdoor life:

HOLIDAY MEADOW, by Edith M. Patch. *Macmillan.* $2.00.

A book of simply written stories about all the things that happen in a meadow. Illustrated. Another book in this series is HOLIDAY POND. The book has a gay jacket that should attract children to it, so many nature books are drab in appearance. (Age 6-9.)

THE BURGESS SEASHORE BOOK FOR CHILDREN, by Thornton W. Burgess. *Little, Brown.* $3.00.

Another book by this popular author. Danny Meadow Mouse goes to the seashore and meets the sea-people. Personally we prefer nature material less adorned, but the Burgess books have made a place for themselves in children's affections. (Age 6-9.)

THE ADVENTURES OF MARIO, by Waldemar Bonsels. Translated by Whittaker Chambers. *Albert and Charles Boni.* $3.00.

Mario, a twelve-year-old German boy is left alone in the world after the death of his mother. He goes into the forest and lives there with a strange old woman who is most intimate with all the forest creatures. This is an unusual book, and decidedly one for the child who loves nature and enjoys descriptions of woodland life. There is little plot, the story concerns itself with the relationship between Mario and the birds and animals who live in the forest. The illustrations are by Kurt Wiese who illustrated "Bambi," and, like the book are full of woodland atmosphere. (Age 10 and over.)

The Life Story of Birds, by Eric Fitch Daglish. *Wm. Morrow.* $3.00.
A beautiful book for older children and grown-ups. The illustrations are woodcuts by the author whose woodcuts of birds and animals are already well known.

Insect Ways, by Clarence Weed. *Appleton.* $2.50.
Scientific and interesting book about insects. Many illustrations. (Age 8 and over.)

The next two books give suggestions for things to do.

Outdoor Plays for Boys and Girls, compiled and edited by A. P. Sanford. *Dodd Mead.* $2.50.
A collection of plays for camps, playgrounds and for any outdoor situation. There are twenty-six plays including Robin Hood episodes, Indian plays and several fairy plays.

Good Times for All Times, by Nina B. Lamkin. *Samuel French.* $4.00.
This should prove an invaluable book for rainy summer days and for any time of the year, for it seems to include every type of entertainment, besides giving many bibliographies. Some of the chapter headings are:

What the Family Can Do (games and home parties)
Neighborhood Parties
High School Parties
Women's Organizations
Community Programs
Holidays that Come in the Spring, Summer, Autumn, Winter
Festival Programs
Costumes and Costuming

We also need some light reading for hot days. None of the books that follow are outstanding but they are good stories and very readable.

The Turned About Girls, by Beulah Marie Dix. *Macmillan.* $1.75.
Jackie and Caroline, a rich and a poor girl, meet on the train on their way to spend the summer with relatives, and decide to exchange identities. Amusing complications follow. This is a book that girls will enjoy for the characters are real and up to date, especially in their conversations. (Age 8-10.)

Jane and Jerry, by Edna Whiteman. *Nelson.* $1.50.
Jane and Jerry, two orphan children, are adopted for the summer and have a wonderful time in Maine. (Age 6-8.)

Glenna, by Josephine Lawrence. *Cupples and Leon.* $1.50.
A wholesome and interesting if somewhat impossible story of two girls and two boys who live in neighboring apartments in New York. A thread of romance runs through the book. (Age 8-14.)

Garram the Hunter, by Eric Best. *Doubleday Doran.* $2.00.
A story with a good deal of literary quality and with an authentic African setting. Garram is a boy of the hill tribes. (Age 9-14.)

Help your child to grow in MIND as well as body

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Joyful days of vacation are near. Time for play, lots of it—and time, too, for happy hours with book friends.

Precious days of freedom from school routine lie just ahead, to be passed thoughtlessly, or to be put to valuable use. For either the child will take a mental slump and find it hard to adjust himself when school days again confront him, or through right reading, he will daily acquire broader vision and keener perception so that he will enter school in the fall with renewed interest.

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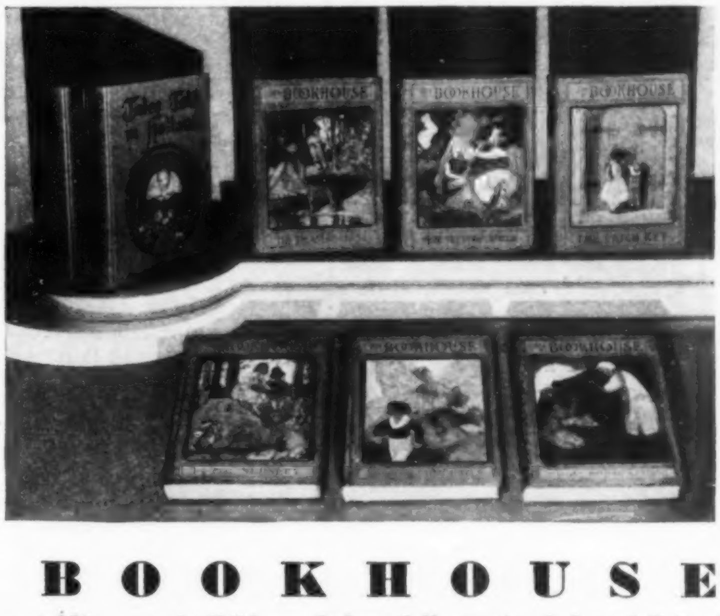

My BOOKHOUSE

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How Well Do We Protect Our Children?

(*Continued from page 21*)

whether by deed, gift or will. Minors shall not be held to contracts that may later appear to work unfairly.

A number of years ago, a clever child actress, little Adele X, arrived at the age of 16 and went upon the vaudeville stage with an "impersonator" act that scored a hit. Whereupon, an astute theatrical manager, one Mr. A, approached Mrs. X, the girl's mother and guardian, with the suggestion that he engage her daughter's services over a term of years at a salary which seemed, at that stage of the game, too good to be true. On behalf of her daughter, Mrs. X hastened to sign on the dotted line.

Mr. A had the right idea; Miss Adele X became a wonderful money-maker, with the box office receipts pouring in wherever she appeared, and Mr. A garnered the lion's share. When the contract had yet some time to run, the voice of the tempter whispered in the mother's ear that while Adele was doing the work, Mr. A was getting all the money; and presently, simultaneously with billboard notices of Adele's forthcoming appearance under the management not of A, but his rival B, came tidings that injunction proceedings had been started by A to restrain such appearance.

A's lawyer set up the contract, and the breach thereof; Adele's lawyer admitted the contract, likewise its breach; but raised "infancy" as a defense; that Miss X, a girl still in her teens, was not bound by the terms of any contract entered into on her behalf. And the plea held good. But it may be observed that if A, the manager, had attempted to renig, that would have been a horse of another color. He would have been held tight.

Infancy is a good defense in "contract"; not so in "tort," signifying an action brought to secure money damages for injury, brought by one party against another. "Tort" must be distinguished from a "crime," which is an offense under the statute, prosecuted in the name of the state, calling for punishment that may take either the form of fine—to the swelling of state coffers—or imprisonment. In either event, the real sufferer from a crime does not benefit from the judgment.

RECENTLY the newspapers cited the incident of a friendly motorist who happened to pick up two children who wanted a ride. It seems to have been his unlucky day, for the car met with an accident, the two boys were seriously hurt, and their fathers—as guardians—brought action for damages. When the case came up for trial, the jury awarded several thousand dollars against the defendant, a man who had only thought to do a kindly act.

"He ought to have had the boys sign a release of liability before they started," remarked another car owner, commenting on the decision. . . . The rejoinder being that any such "release" if attempted would not have been worth the paper it was written on, since the law does not permit a minor to sign away his rights.

While anyone unwittingly—as in the case just cited—may be guilty of "tort," to commit a "crime" implies not only knowledge on the part of the offender, but actual intent. The law assumes that an infant under the age of 7 years is incapable of intent to do harm; from the ages of 7 to 14 he may or may not be; after 14, he is held accountable for his acts, the same as an adult.

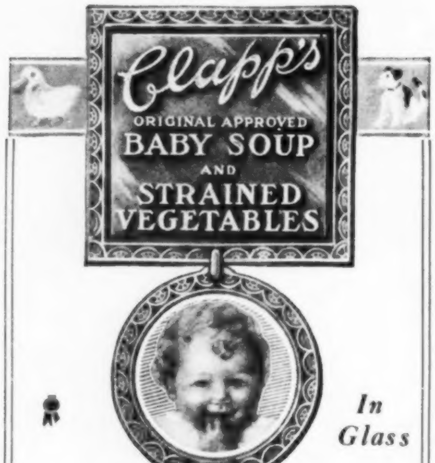
Let us suppose the instance of a boy of six years of age, who, in a fit of childish rage, attacks his nurse with a paper-cutter and puts out the sight of one eye. This act in a grown-up might warrant a prison term. But the law does not send a child to jail; what redress has the injured party?

There is no use in suing the parents; because, except where statute distinctly provides to the contrary, a parent is not liable for his child's tort unless shown to have countenanced or acquiesced in such wrongful act. But the infant himself is liable; meaning the nurse may sue the child, through his guardian, to recover a judgment for damages that is good against any property then standing in the child's own right, or which shall come into his possession during a statutory term of years. Of course, if the child has nothing and will have nothing, bringing suit for tort is an empty gesture, and an expensive one.

WE of today who have never known a time without compulsory education and child labor law do not always realize that these signs of social progress begun only a little more than one hundred years ago. Our Puritan forefathers were steeped in the tradition that idleness was a besetting sin, on the part of man, woman or child. So long as manufacture was carried on mainly in the home, the artisan worked there at his bench, with his children and apprentices beside him, learning the trade. But the invention of machinery stopped this; and when industry was taken out of the home into the factory, the workman followed his job.

While the factory sought and accomplished its aim of bigger and better output, it gave no thought nor heed to the happiness and health of the factory-workers. In the year 1802, the first child labor law was passed in England, under the quaint title: "Health and Morals Act to protect the Labor of Bound Children in Cotton Factories," an act of legislation initated to protect pauper apprentices, the chief sufferers under the new order. Henceforth, the employer must clothe his apprentices properly, and not work them over 12 hours a day. No child under nine years of age could thereafter become an apprentice; a "bound child."

When Alexander Hamilton successfully pleaded for the introduction of the factory system into New England, his prevailing argument was the need



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6-30

to give employment to women and children who might otherwise pass their days in idleness. As early as 1825 a committee appointed by the Massachusets State Legislature to investigate labor conditions discovered over 900 children under 16 years of age working in establishments where the average working day was 12 or 13 hours.

While our Puritan forefathers abhorred idleness, they likewise deplored illiteracy. In 1836 Massachusetts provided somewhat loosely for the instruction of all children employed in factories, and only a few years later, it was pronounced illegal to work children under 12 years of age more than 12 hours a day. But "getting down to brass tacks," regulating child labor did not begin until after the Civil War, when Massachusetts forbade the employment of children under 10 years of age, and limited the working hours of all children, up to 15 years of age, to 60 hours a week. This new legislation was backed by provision for salaried inspectors, and penalties for violation of the act.

Where Massachusetts led, other states followed, although some states, especially in the South, are slow in getting in line. Today, the prevailing "minimum age" for a wage-earning child in either manufacturing or mercantile establishment varies from 12 to 14 years; the latter being the general limitation; though many progressive states have raised it higher yet. To be effective, any compulsory limit on child labor must go hand-in-hand with compulsory education, so that an enterprising but short-seeing youngster may not decide to quit school and set up a boot-blacking stand or newspaper route on his own. Where the father wishes one thing, if the state says another, today the *patria protestas* yields; the state going so far as to "emancipate" from parental control young persons who are out in the world, on their own, self-supporting, though not yet arrived at the age of legal majority.

IN some states the very fact of marriage is allowed, of itself, to emancipate a child; which explains why so many restless daughters, especially among the foreign-born, are so ready to rush into matrimony. The resulting situation creates a quandary in the minds of the authorities as to what is best. After the thing is *done* and young Maria or Teresa, by lying about her age, has managed to be married to some one who looks like a dubious risk—shall the marriage stand?

Actually the courts are rather hesitant to annul a marriage at the behest of parents, when the parties themselves stand pat. Even though "these twain" are younger than the law allows marriage, they are, alas, not too young to have a baby. Miss Mary E. Richmond points out (see "Marriage and the State," published by the Russell Sage Foundation 1929) that:

"In fourteen states a girl can marry earlier than the age at which she becomes a wage-earner, and in most of the states, after marriage, she is

(*Turn to next page*)

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The Programs are attractively printed, and provide space on the back page where leaders may imprint the names of local officers and the time and place of the meetings.

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How Well Do We Protect Our Children?

(Continued from page 69)

excused from school, and the compulsory education law is not enforced."

Further:

"One who negotiates a business contract with a girl still a minor does so at his peril, for not until she has achieved her majority can she make contracts that bind her legally. But marriage, the most important contract of all, is still an exception."

The reason for this is, perhaps, that as a contract, the marriage agreement stands in a class by itself; with the state looking on with a watchful eye, as the two parties plight their troth; the state being primarily and vitally interested in the "almost inevitable consequences" of the union, and seeking always to protect children and the mothers of children. Where a husband breaks his vows, the wife may possibly get damages in the form of alimony; but no such remedy lies, either for cash settlement or specific performance, for the husband whose wife leaves him to go home to mother—or her job with the telephone company! And this, regardless of whether or not his wife, at the time of entering the marriage agreement, had passed the age of consent.

AS Miss Richmond points out, the term "age of consent" is used impartially to cover three things: (1) the age below which a female child is not presumed to be able to consent to sexual intercourse, (2) the age below which marriage is illegal if not with parental consent, (3) the age at and above which parental consent is not necessary.

Now, the minimum marriage age of the Romans, adopted in due course under the English common law, being 14 for males, 12 for females—has very generally been raised here in America, for both sexes. What such age—or rather, ages—ought to be is a moot question, admitting of endless discussion. Clearly young people ought not to undertake matrimony and parenthood too young; on the other hand, obvious moral hazards lie in the path of deferring legalized mating too long. That the burdens upon the male are only social and economic, the artificial creations of society, while the burdens on his mate are imposed by nature herself, explains perhaps why neither law nor statute today concerns itself seriously over the seduction of any male by any female.

Thus the curious anomaly exists whereby a lad of 14—a mere child in experience and mental viewpoint—may be arraigned on criminal charges preferred by the parents of a girl who is considerably older than he. Because, forsooth, being a "female under the age of 18" the laws of her state do not allow her to "consent"!

How well do we protect our children? Better than parents once did, but that there is still room for improvement who can doubt?

Truant Afternoon

(*Continued from page 32*)

old river, with cows in it most generally, wasn't much account anyway, except to look at from the bridge and throw sticks into. If you wanted to fish, you had to go to the lake.

He squeezed through the fence and pulled the scarred green bicycle through after him. There was only a scramble and he was on the road and had pedaled to the bridge, where he stopped, still astride his machine, to lean against one of the great rusting girders, going up at an angle. Farm boys swam in this river. He had seen them when out riding with his family. They dove from the V between the girders. H'mm. He could imagine himself swimming in that bull-bath! Nix! He'd go home. In the pool at school, that's where you could have fun. Or somewhere where the water was cold and clean, miles and miles away from people. Camping, maybe. Wood smoke! Camp-fire smoke! It was really in the air! He leaned through the supporting rods of the bridge and peered up the road in the face of the red light of the sun, where it was dipping behind the tops of a woodsy grove. There he saw, drawn up at the side of the road and below a high, sheltered spot, a knot of cars, gay with faded colors, like delivery trucks, but also a good deal like circus wagons.

Gypsies! The word and the thought were magic. In a minute he was on the road and up the grade where the road passed their vans. A young mother was in one of them with her baby, nursing it. A young fellow who was taking out a roll of quilts from her van looked at him for a little while, and the boy was bothered just enough to return the look. Neither smiled. Finally the young man went on up the bank to where, as the boy could see, there was a fire, and others had gathered. They laughed once at something the young man said, and looked the boy's way, and then were lost to sight as he went on.

THERE were two miles of easy going left. He took them with strong thrusts of the legs until they hurt deliciously. He breathed deep of the air that seemed colder now. He thought of russet apples and how he'd like to sneak a few if he could come upon a handy tree.

Gone was all the death-sickness in his mind. He'd go round and look up the boys in town. He'd tell them when they asked him. He'd played hooky. He'd played gypsy.

The road was purple in the dusk before he reached the town. Cars whizzed by. He sped along, pumping hard, and every breath of October air he drew was doubly cold and doubly fresh. Once, in one great inhalation he drew in the unmistakable aroma of pumpkin pies in the baking. He sniffed the air again and again to get the warmth and the richness of that spicy odor as it came drifting down a lane.

He remembered the young gypsy man and the long look. He had read the look. It was a gypsy look, and it said what he himself had felt that afternoon, that very afternoon, up on the cemetery ridge. It said: Don't mind anything. There's just seeing things and doing things. There isn't anything else. That's enough.

And now that he was almost home he was happy. Happy! As he came round the curve by the cider mill, he was pumping, standing up in the frame. His entrance into town was triumphant.

Have Your Children the Daily Bath Habit?

(*Continued from page 27*)

have bathrooms with tubs, or at least running water, and a waste pipe. For those who have these helps, as well as for those who have not, I want to put in a strong plea for the shower bath. In addition to the pleasure it can give it has a tonic effect that is very valuable.

If you are fortunate enough to live in the country or where you have a back yard with hose attachment, the children will especially love an outdoor shower bath in summer. A family I know have arranged the garden hose so that it drops over the top of a stepladder and makes a small Niagara for neighborhood bathing parties.

I know the wife of an engineer who was once installed with her family in a place where the living conditions were most primitive. All the water for both drinking and bathing had to be carried from a driven well some distance from the house. This resourceful mother decided to take advantage of the frequent showers that came down in deluges in this region. The order was given that when a shower threatened, the children were to run and strip and soap themselves all over, then hurry as fast as they could to the open lawn and let the downpour of rain do the rest. One afternoon the storm arrived simultaneously with an influx of visitors. There was a wild dash for the soap and a quick undressing, for those showers on the plains were as quickly over as they were violent. Beyond a warning to her youngest boy to make haste, the mother bestowed no further thought on the children but gave her attention to her visitors. Down came the rain in sheets for a few minutes and then suddenly stopped. As they sipped their tea and watched the blazing sun come out beyond the shaded verandah, the little daughter came running in breathless.

"Mother—Mother!" she shouted. "Billy got left—the old slow-poke! Now there he is out there all covered with soap, and not a drop of water in the house to rinse him off with! What shall we do?"

Of course she found a way out—being the sort of woman who never failed to find a way out of any difficulty. If you are that sort of woman you too will find a way to make the daily bath attractive to your children.

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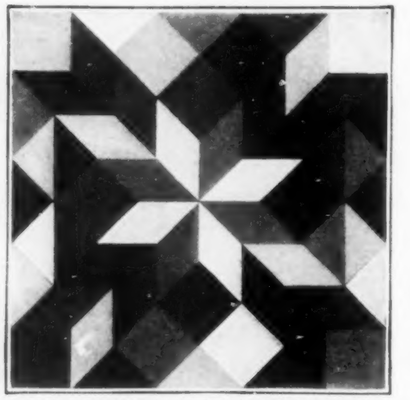

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Why They Shock the World

(*Continued from page 30*)

few young Americans seem to have any sense of social obligation about answering invitations, paying party calls, or even excusing themselves graciously when they cannot accept a proffered invitation. I know of a woman of standing in Geneva who invited a party of thirteen American girls from a college in which she was interested to have tea with her at one of the best hotels in Geneva. The girl to whom she spoke accepted with that bright, pretty, honest manner, which is so charming in young Americans. Of course, she said, they'd all love to come. The hostess, delighted with the girls, assembled a group of traveling Oxford students to meet them, and had a bountiful tea all ready for them. Not a girl appeared. The hostess was extremely hurt and most vivacious in condemning publicly the manners of the girls, who had not even sent her an excuse or an explanation. An American woman who had also met the girls, through her connections with their college, went to see the young woman who had accepted the invitation for her "crowd." "Oh," said the young sinner brightly, but without a trace of chagrin, "we all forgot it. We went bicycle riding that day and never got home till night." When she was told that her hostess was hurt, the girl said, "Oh, the poor thing! I thought it would be such a big jam of a thing that no one would notice us anyway. I'll call her up." But she didn't telephone or ever write a note.

This neglect of elementary formalities is the more vexatious because, as in this case, the better sort of American students quite charm people abroad by their friendly honest ways, and apparent desire to please. They are like nice children, unabashed, cheerfully at home everywhere, meeting everyone from a duchess to the bath-steward with the same friendly camaraderie. But they simply cannot and will not write social notes, and pay formal calls, or remember that some one may be put out if they don't turn up for a luncheon or an expedition which has been arranged especially for them.

AKIN to this neglect of social formalities is the young American's disregard for what constitutes decorum in older societies. Here we touch on a delicate question and one which particularly concerns the more modern way of rearing children. Most of this generation have been brought up by mothers determined to do away with false shame. The main facts of life have been taught to boys and girls early. Little boys and girls play together in summer clothed in as little as possible. Older boys and girls spend long summers together on bathing beaches in bathing suits. Now all this is good. The cleanliness of mind, the ease in each other's presence, the freedom from small embarrassments, the relief from sex-tension and pruriency and nasty talk in secret which this training has resulted in is, I believe, one of the great revolutions in human education. One has only to know a group of our American boys and girls traveling and observe them with a freedom from that taint of sex-suspicion to which almost all older people brought up under the older régime are subject, to realize what sweet, clean, unembarrassed minds and feelings they have.

However, when parties of our young people go abroad, their very freedom and innocence of mind often subject them to vulgar criticism.

ONE morning I received word of certain scandalous goings on among some young friends. I went to their cabin to find Carol in her pajamas, and Lillian in her pajamas, lounging in their bunks, and before their mirror stood Bill, a young man who was the usual escort of one of the girls, serenely shaving, while the girls volunteered advice and criticism. The door was open, and their talk floated out into the hall. "Oh, come in," they all shouted at once, when I knocked.

"What's this, a barber shop?" I asked.

The girls explained without a trace of embarrassment that the cabin boy was cleaning Bill's room, and he didn't have anywhere to shave. So they had asked him in there. Nothing one can say to young people can make them see these things with the prurient eyes of the older generation. When I talked to Bill about it, he said, rather surprised, "But the door was open. Anyone could see it was all right." When I spoke to one of the girls about it, she said, "Good Heavens, I have four brothers. Seeing a boy shave is no treat to me." And when I spoke of their costume, the other girl said, "Wearing pajamas isn't being undressed. We wear pajamas on beaches."

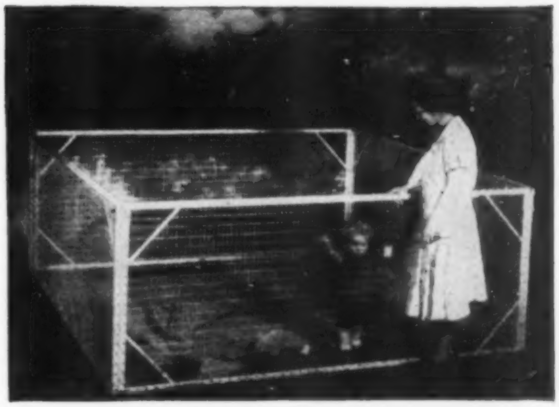
There is simply nothing one can say to these young people which will bring home to them the horror with which stewards, landladies in European hotels, and concierges regard their goings on. Almost all American students have the idea that it is all right for boys and girls to visit back and forth in each other's cabins or hotel rooms if the door is open. This is our American convention. Most of them have extended this idea to mean that a good deal of affectionate familiarity is all right if it is open and in a crowd. Jane sits serenely in the circle of Jim's arms, or goes to sleep on a long train ride with her head on his shoulder, provided her friends are all about. How often have I argued with the European hotel managers on this question! "If they'd only shut the door," he will say with a smirk. "What goes on behind a shut door is no one's business."

OF course, this American social innocence abroad is an old problem. Poor little Daisy Miller, in Henry James' story, was broken on the wheel of the smirking suspicion which our healthy and rowdy young innocents are able to survive without even stopping to find out what it is all about. All our recent methods of child-training have tended to increase the gulf between new world simplicity in these matters and old world decorum. Fortunately there are certain countries in Europe, especially the Scandinavian countries and Germany, where these same ideas, which are more or less native to us, have been taken up with all the enthusiasm of a religious cult. Some day perhaps the rest of the world will adopt them. Meanwhile the paths of our young innocents could be eased a bit if, without poisoning their minds, we could instil into them, for purely social purposes while traveling abroad, a few old-fashioned ideas of decorum.

There is one other difficulty which stands out particularly on shipboard and in well regimented countries like Germany. Few young Americans will obey any rule unless the reason for it is explained to them. This is a direct result again of our theories of child training. We explain everything. Mother gives Johnnie and Jane a reason for her commands. In schools and colleges administrators very successfully enlist the good will of their students by a public appeal to reason and good feeling. On shipboard when a captain takes the trouble to explain to the unruly tourists third just why he can't let them park in lifeboats in the evening, and why the decks must be cleared at eleven o'clock, he frequently enlists good humored co-operation with the hated ships' rules. But authority as such, even the ancient authority of the sea, few young Americans will recognize. In Germany the *verboten* sign is simply an invitation to them to walk on the grass. And since most of the students go abroad with the hilarity of youngsters let loose from school, this frequently leads to conflicts with authorities. Of course, we can't ask foreign officials to handle our young as they are accustomed to being handled in progressive schools. They have to grow up some time. And a little respect for rules people make for life in their own lands will help them.

THERE are many other criticisms of our peripatetic young which will suggest themselves—their noise, their rowdiness, their general obviousness. Many of these characteristics they share with older American tourists. Probably, by and large, our traveling students make as good an impression as any other Americans.

But they ought to do better. They are the flower of our nation. They have qualities that charm the jaded world and make it feel young again. Their friendliness, their good humor, their active interest in seeing and doing everything, their ready and open-minded acceptance of new ideas, their health and physical beauty, should make them ambassadors of good will to every land they visit. If only we could do to their manners what modern styles are doing to their clothes and add to their hard-won freedom and simplicity just a few softening details and hints of formality and decorum on occasions when formality and decorum are really required!



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The New Ironers

(*Continued from page* 33)

form, there was an "attachable" top, which could be put on whenever the machine was not in use. Neater than this is the present design in which the housekeeper lifts the top of what is apparently a fine kitchen table in white enamel, to discover ironing machine and clothes bar concealed within.

A variation of this is an ironing machine combined with an electric washer, the ironing roll being devised so that it can be used interchangeably with the power-wringer, both being operated by the motor of the washing-machine. This arrangement brings the price of the combination machine but a little above that of washing-machine alone, thus making a very practical form of laundry equipment. In general, it should be said that these combination types probably appeal to the woman in the country or suburban home, where space is counted by feet rather than by inches, as in the kitchen of the modern city apartment.

For somewhat contracted quarters there is the ironing machine of the folding type, still with the standard size ironing roll. In this the roll is supported on a frame, suggesting that of the folding ironing-board, but done in sturdy metal to balance the weight of the ironing roll. When not in use, the roll is folded vertically up against the base, and in this compact form the machine can be wheeled either into a sizable closet or shoved into some unoccupied corner of the kitchen.

A LITTLE more than a year and a half ago one began to hear of a "nursery ironer." This was a diminutive affair, planned to be set upon a table, with an ironing roll much smaller than that of the standard machine. Although featured as nursery equipment, demonstrators usually pointed out that it was quite large enough to iron napkins, face towels, and the personal wear of mother as well as child. The latest thing, however, is the out-and-out "apartment" or so-called portable ironer, planned especially for the city or the small suburban home. Although made in this much smaller form, the ironing roll itself is but three inches shorter than that of a standard machine, so that the new apartment ironer is quite capable of handling sheets, even large-sized ones, when folded once lengthwise.

This new ironer, though scarcely portable in the sense that a woman would enjoy carrying it from room to room, is still not too heavy to be lifted from floor to table by a woman of average strength. It is motor-driven and electrically heated, but by careful planning the current requirement is kept down to fourteen amperes, so that it can be plugged into the ordinary baseboard or convenience outlet, provided that no other heating appliance is being operated on the same circuit at the same time.

It naturally follows that in the gradation of size and type here outlined there are accompanying variations in price. Of the combination forms, that of the ironing machine with kitchen table will cost from $140 to about $165. Where an ironing roll is combined with the washing-machine, to be operated by the same motor, the standard price appears to be about $150. The price of the folding ironing machine ranges around $125, while the new apartment or portable ironer is well under $75. In considering prices on the larger household equipment, it must be realized that transportation charges represent a considerable item, which makes it impossible to name a figure that will hold exactly for all of the United States. Thus, where there is a choice, a purchaser can usually get a "better buy" in ordering from some concern located somewhere in his same general section of the country. Similarly, too, women living in large shopping centers where dealers order goods in quantity can often purchase to somewhat better advantage than can a woman ordering in a small town. Sometimes, too, a lighting company introducing a new type of machine, will offer a special reduction, thus making some variation on the general price-ranges suggested above.

Beyond price, there are always a few questions that should be asked in connection with the purchase of household machinery. The first regards breakage or possible difficulty in operation. Fortunately, where ironing machines are concerned, it can be stated with conviction that of all the various machines for home use, the ironer is the nearest approach to a certified "foolproof" machine that the writer has ever handled. Personally, I have never known one to get out of order, and, short of deliberate intention to destroy, it would be extremely difficult to damage one by usage. It is, of course, possible to go off with the heat turned on and the shoe clamped down, and so scorch the ironing cloth, but with the present safety precautions that is scarcely on the list of probabilities.

"WHY is an ironing machine considered such a great advance over an electric flat-iron?" one is sometimes asked. Consider for a moment, the relative size of the flat-iron, and of the area represented by the roller of an ironing machine. Thus, for each turn of the roller, a much greater area is covered than could the most skilled laundress shoving a flatiron. This effects a speeding up of laundry work that is almost unbelievable except by those who have tried it.

For instance, it is generally agreed that a standard-sized sheet can be ironed by an ironing machine in four minutes. Furthermore, this speed is accomplished quite easily; for with the modern type of machine the operator sits at her work, her task requiring no greater muscular effort than is necessary to push buttons or levers, and to guide the articles as they go over the roll. It is difficult to make specific

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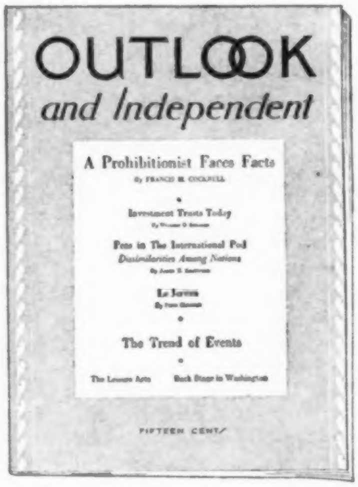

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claims, but general experience tends to show that the average weekly wash of two adults and two children would require but little more than an hour's work with an ironing machine. With practice, the work goes more quickly.

"But this is just for flat work," says someone. Not at all. It is true that the old closed-end ironing machine as first developed for the commercial laundry was designed for that purpose, although a clever operator could do many a garment hardly considered flat upon it. But with the newer open-end models, there is almost no limit to what can be done with an ironing machine. Some assume that ruffles and such will be finished by hand, while other types provide some special attachment for difficult bits. Yet to reject an ironing-machine because of some rare piece that must occasionally be finished by hand is like belittling a typewriter because it will not stick stamps on the envelope.

NATURALLY, too, there comes to be a certain technique in machine ironing—a best way of doing things—as there is for ironing by hand. For instance, much of the finish and speed of machine ironing comes from having the articles accurately folded and of just the right degree of dampness before they are placed upon the roll. With practice, the operator learns to gauge this, and will take clothes from the line while they still retain sufficient moisture for smooth machine-ironing. Experience also quickly shows that neat folding is repaid in finely finished work, and the operator will learn to devote the time while the ironing roll comes to the required heat in folding her pieces so as to make most efficient handling.

Next, there is the superstition that an ironing machine is fit only for rough work and that for fine finish hand ironing is required. The degree of perfection that can be obtained with an ironing machine depends very largely on the skill and temperament of the individual operator. The finest looking household linen that I have ever seen was done upon an ironing-machine in the home of a wealthy woman who made almost a fetish of her linen. Naturally, though, such perfection is hardly compatible with the degree of speed usually preferred for ordinary family use, but it is still much easier to have nice-looking towels and napkins when an ironing machine is employed, than when hand-work alone prevails; for the machine's weight and pressure give the desired gloss. In hand-work, this pressure is taken from the strength of the laundress.

Mothers of young children will find an ironing machine of greatest assistance either in saving their own time or that of the hired laundress. Many styles of children's underwear and outer garments are ironed easily and well upon an ironing machine. It is true that very fancy clothes are not easy to iron by machine, but they are difficult to iron by hand, as well, and the trend today, especially in homes where there are children, is away from the fussy and fancy toward the sensible and practical.

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Cultivating Good Appetites in Babies

(*Continued from page 34*)

often turn his head and make sucking movements towards any soft object which touches his cheeks. Moreover, he has periodic contractions of the stomach which make him uncomfortable and often cause him to cry when it is empty. In addition he needs a mother or nurse to provide the food.

The consuming of the first meal is an important event in the baby's life and needs our full appreciation. During the first twenty-four hours, conscious of discomfort from hunger pains, he cries and is put to the breast. Here he is treated to the comfort of the warmth of his mother's body and is introduced to the nipple which he seizes and attempts to nurse. During these first few days it is undoubtedly a provision of nature that when the baby cries he be put to the breast. Very soon with the first few swallows of milk, he experiences not only the comfort of warmth but also relief from his hunger pain. Is it not natural that, as a consequence of these succeeding nursings in which he finds warmth and relief from pain, he will begin to develop a pleasant memory of food associated with the taste and smell and feel of milk, and the cuddling of the mother? Quite easily we understand why he is more eager at each nursing, and realize that he is fixing more and more definitely in his impressionable brain a pleasant concept of food. In this process the careful observer will recognize the birth of appetite. It is our duty to facilitate this and to aid in its growth, because upon this may depend much of the child's health.

As the baby continues to nurse he becomes more infatuated with the sensation and comfort and keeps on feeding until satiety tells him that his stomach will hold no more. The mechanism of satiety is unknown to us, but is nevertheless a function which we must respect if we are to retain the natural sequence of hunger, appetite and satiety by which we normally eat.

With the advancing age of the infant many new food experiences will crowd in upon him. We must try to have these presented to him as naturally and as pleasantly as the first. We must see to it that his appetite does not become fixed for any one kind of food such as milk, but that he develops a liking for all sorts, that he learns to take the rubber nipple as well as his mother's breast. It will be evident, since appetite is a memory complex, that the baby will not at first eat much of foods to which he is unaccustomed. This is actually true as any mother who has tried to wean an exclusively breast-fed infant well knows. It follows that in order to develop appetite easily and peacefully, considerable care must be exercised. The child must be led from one pleasant feeding experience to another, always basing each one upon those that have gone before. In order to have appetite take root and grow into an adequate function of the body governing the amount of food it is to consume, the baby's sensibilities must not be insulted and he must not be forced to eat. This is most important.

Bearing in mind these theoretical considerations, let us turn to the practical side and see what actually can be done to foster this process and to exclude factors which interfere with it.

Since it is reasonable to suppose that the natural environment of the mother's breast will be most pleasant to the infant it is advisable that he first meet food in his mother's arms. It is therefore considered best not to offer the new-born any food until mother's milk is available. While in some instances it is necessary to give water before this time, it is seldom necessary to feed the normal baby until breast milk comes in. When the baby is appeased with the first meal, he has received his first lesson in the joy of eating. With each succeeding nursing a habit is gradually formed. During this time great care must be exercised that he does not receive unfavorable impressions at the breast as by keeping him at the nipple forcibly after he seems to have had enough. No set length of time is applicable to all infants and it is probably best to allow each one to nurse for his own chosen period provided it is not too long and unless some positive indication arises to make us change his elected schedule.

An important part of his education in the first few days consists in teaching him to like the rubber nipple with artificial food. This bottle should be offered every baby whether or not there is sufficient breast milk because, as will be shown later, it prevents weaning difficulties. Likewise during this time he should be introduced to cod-liver oil and orange juice so that his early impressions of food shall not be of milk exclusively.

If a baby is taught to like breast milk, bottle food, cod-liver oil and orange juice during the first month, and if each offering of these is judiciously handled, his appetite, or memory of food, should become more and more serviceable. The next period of importance is that in which he is given cereals and vegetables from the spoon.

The earlier food is offered with the spoon, the easier it will be to make the child enjoy it. Most infants will take spoon food at four months. It is best to feed a bland cereal such as farina which can be mixed with his old familiar bottle. Do not attempt to give any large amount until the baby is used to this new method. If at first he likes only one teaspoonful, be satisfied and do not force him to take more. He is more likely to want more the second time if he is not forced at the first attempt. It may take a week or two before the baby takes any appreciable amount, but this time is well spent and may save years of trouble.

After the cereal is well started and the spoon is no longer strange, try vegetables. Give them one at a time, carrots, for instance, for one or two weeks until the child likes them. As each new one is added, watch his behavior and respect his likes in the choice of vegetables. If an infant enjoys carrots, peas and string beans, why spoil his appetite by compelling him to eat spinach or some other food he may dislike? Later on will be time enough to enlarge his menu. If a baby refuses to enjoy any kind of vegetables it may be necessary to begin by mixing them with cereal. The relative amounts of cereal and vegetable in this mixture can be changed gradually until he finally takes straight vegetable.

Some pediatricians prefer to introduce vegetable soup before giving strained vegetable, because, being liquid, it is more like the baby's previous food in consistency. This is a matter of individual technique to which I have no objection.

THE same general method must now be used in presenting all new foods, and if the first few months have been handled wisely, new types will usually be accepted with alacrity because by this time the baby will have developed a confidence in what is given. If all previous experiences with the spoon have been pleasant he will look forward with zest to each new one. This technique looks simple and practical, but there are one or two vulnerable points which must be discussed before we can consider ourselves well armed. What shall we do if the baby who has been eating well suddenly refuses food, and what shall we do if the baby does not willingly eat enough to make an average gain in weight?

Probably more children's appetites are spoiled by mismanagement of this first attack of loss of appetite than by any other one factor. Mismanagement is due to lack of knowledge or appreciation of a very simple physiologic fact. Poor appetite always accompanies the minor ailments of childhood. When a child first begins to cut down on his food, take the hint and beat him to it, because in nine cases out of ten this poor appetite is a symptom of oncoming illness. If on the other hand an attempt is made to urge or force his usual diet upon him he will receive his first unpleasant reaction to food and will learn something of how important you consider the matter.

A six-months-old infant who had previously eaten well and gained satisfactorily began to refuse her bottle. In response to this her parents urged and forced the milk on her, with the result that soon the child cried and screamed when she saw the bottle being prepared. Many expedients were tried, formulas were changed, various nipples and types of bottles were used, all to no avail. When I first saw her she had lost a pound in one month and was running a fever of 101 degrees, was pale and manifestly ill. It was found that she had an infection of the urinary tract, treatment of which combined with dilution of the feedings speedily brought back the baby's health, and with that her appetite returned. Had these parents been taught to think of poor appetite as a symptom of illness much trouble would have been saved.

Not only should we appreciate that illness is the usual cause of the first refusal of food, but also we should act accordingly and reduce the amount of food offered in such a situation. We thus protect the baby's appetite and also see that the intestinal tract is not overburdened with food at the onset of an infection.

FREQUENTLY a child seems to enjoy the first part of each feeding but does not take enough food to make an average gain in weight. When faced with this situation there are many things which have to be considered before one can be sure of the proper course to pursue. This baby may be ill, congenitally weak as with a malformation of the heart or kidneys, or he may be one of these individuals who through heredity or some characteristic of the germ plasm is destined to be small and to grow slowly. The opinion of a competent physician is urgently needed here to decide just what is most likely. Treatment, of course, will vary with the condition found. In the case of illness, appropriate measures may bring relief. If the trouble is due to congenital weakness or to a natural slow rate of growth it is best to allow the child to eat what he desires and no more. Otherwise unhappiness will be the lot of all concerned.

In these instances we must try to make the small child as perfect as possible, disregarding rate of gain and being pleased with steady progress. If this plan is followed we may expect that a normal small individual with an appetite sufficient for his demands will result; whereas if we hold to the idea that the small child must eat as much as the large child of the same age, in spite of our well-meant efforts a small individual will grow up without an appetite, robbed of the pleasure of eating because we did not understand him.

IT seems to me that in this desire to make children grow rapidly we are indulging in the great American passion for large figures. It might be a good idea for physicians to rate children by some comprehensive scale in which rate of growth would be given its proper place, instead of its being the only concrete factor which the parent can comprehend. In such a scale, perfection of physique would far outweigh stature and a small baby might score 95 percent whereas his larger neighbor might come out with an 80 percent or less. I hope the time will come when every mother will recognize the importance of using infancy as a time in which to develop good appetite by following the methods here outlined and avoiding the mistakes indicated.

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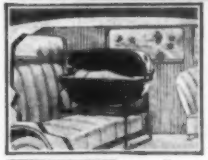

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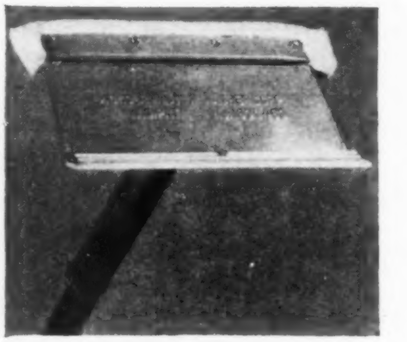

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Good Movies and Bad

(*Continued from page* 36)

HIGH TREASON, with Benita Hume (*Tiffany*)—Unusual, elaborate fantasy of 1940, done with dignity and real power, strongly anti-war in intention and effect. Some over-complexity of plot, but interesting for imaginary developments of the future such as television. Strong, convincing, wholesome and unobjectionable. (E) *For A:* Interesting. *For Y:* Interesting. *For C:* Thrilling but beyond them.

HOLD EVERYTHING, with Joe Brown and Winnie Lightner (*Warner*)—A comedy of broad humor, slow action, and dialogue not in the best of taste. (U) (E) *For A:* Hardly. *For Y:* No. *For C:* No.

HOLD YOUR MAN, with Laura LaPlante (*Universal*)—Cheap story of young wife leaving home to study art in Paris, near-divorce and final reconciliation. Waste of Laura LaPlante, who can do and has done such charming comedies as 'Scandal" and "Finders Keepers." (E) *For A:* Mediocre. *For Y:* Hardly. *For C:* No.

INGAGI, with Sir Hubert Winstead (*Congo Pictures*)—Another one of the epidemic of African-hunt pictures, full of striking and thrilling scenes, with good spoken English accompanying it, but unfortunately more or less "faked" in spots, especially the sensational and unpleasant scenes of gorillas stealing women. Some close-ups of death struggles rather strong. (E) *For A:* Rather interesting. *For Y:* Interesting but doubtful. *For C:* Doubtful.

IN THE NEXT ROOM, with Jack Mulhall (*First National*)—Mysterious murders in old house, weird characters acting weirdly to produce artificial thrills. Young reporter solves it. (E) *For A:* Ordinary. *For Y:* Fair. *For C:* Doubtful.

THE ISLE OF ESCAPE, with Monte Blue (*Warner*)—Another South Sea Island rum-and-sex orgy, with heavy villain (Noah Beery) and equally heavy hero. Betty Compson wasted. (E) *For A:* Trash. *For Y:* Unwholesome. *For C:* No.

KETTLE CREEK, with Ken Maynard (*Universal*)—A young man from Oklahoma goes among the poor whites of Kentucky in search of his father's murderer only to find himself caught in a long standing family feud. The naive plot and thrilling action are true to type as are also the inconsistencies and anachronisms which rob the film of all educational value. Beautiful photography the one significant feature. But it provides a simple entertainment with one of the most amusing chases ever shown on the screen. Most "juniors" will enjoy it. (U) (E) *For A:* Hardly. *For Y:* If not too simple. *For C:* Very exciting.

KING OF JAZZ, with Paul Whiteman and orchestra (*Universal*)—This spectacular revue follows the accepted pattern except that it is perhaps more generous in its prodigality. One beautiful act—the rhythmic drum dance opening the "Rhapsody in Blue"—is unique and perfect, and gives promise of the ultimate perfection to which this form of art may attain. Entertainment value of such a production is purely a matter of taste. (U) *For A:* Matter of taste. *For Y:* Entertaining. *For C:* Too long and tiring.

LADIES LOVE BRUTES, with George Bancroft (*Paramount*)—The original title of the play, "Pardon My Glove," is more in harmony with the idea and spirit of this comedy than the more vulgar one "Ladies Love Brutes." It is an entertaining study of an Italian immigrant of little education or background, who becomes enormously rich as a New York building contractor, but finds social adjustment a more difficult problem. Mr. Bancroft's characterization is exceptionally sincere and restrained, the direction is excellent, and the plot interesting. It is recommended for adults who enjoy good acting. (U) (E) *For A:* Very entertaining. *For Y:* Not recommended. *For C:* No.

LADIES OF LEISURE, with Barbara Stanwyck (*Columbia*)—Unusual picture technically, finely acted (notably by Barbara Stanwyck), of sincere and human struggle of "party girl" to leave her shady past when real love comes. For the immature, fun lies in morally lawless conduct, risque wisecracking, hilarious drinking. Wealth and pleasure seem sufficient ends in life, no place or need for moral consideration. (E) *For A:* Very interesting. *For Y:* Dangerous. *For C:* By no means.

THE LAST DANCE, with Vera Reynolds (*Audible*)—A dancehall Cinderella aspires to secure a "refined" husband, pretends to be engaged to one and finally wins him. Some good moments, but uneven. (E) *For A:* Perhaps. *For Y:* Perhaps. *For C:* Hardly.

LOOSE ANKLES, with Loretta Young and Doug Fairbanks, Jr. (*First National*)—Stupid comedy, poorly acted, cheap and vulgar at times. Its high point is the drunken antics of two old maid aunts in a café. (E) *For A:* Stupid. *For Y:* Trashy. *For C.* No.

MISTER ANTONIO, with Leo Carrillo (*Tiffany*)—The adventure of a wandering Italian organ-grinder and his half-wit brother. More or less human interest, but Carrillo's acting is its only merit. (E) *For A:* Mediocre. *For Y:* Hardly. *For C:* Hardly.

MONTANA MOON, with Joan Crawford (*M-G-M*)—Thrilling out-of-doors story with beautiful Western settings, of spoiled daughter of Eastern financier—but it is made chiefly a vehicle for exploitation of Joan Crawford's two specialties, sex-appeal and jazzy conduct. Shows parents as helpless in the hands of their children. John Mack Brown is painfully ineffective as the Western diamond in the rough. (E) *For A:* Perhaps. *For Y:* Decidedly not. *For C:* No.

MURDER WILL OUT, with Jack Mulhall and Lila Lee (*First National*)—An absorbing mystery melodrama which successfully maintains interest and suspense to the unexpected ending. (U) *For A:* Entertaining. *For Y:* Very exciting. *For C:* Too exciting.

ON THE BORDER, with Rin Tin Tin (*Warner*)—Lively melodrama, with villain smuggling Chinamen over Mexican border, with Rin Tin Tin a major factor in the solution. Rather ordinary of its kind. (E) *For A:* Mediocre. *For Y:* Perhaps. *For C:* No.

PAINTED FACES, with Joe E. Brown (*Tiffany*)—A circus story of a murder and jury trial. The vote stands eleven to one to convict the clown—but the twelfth juror finally confesses the murder and the details are pictured in flashbacks. (E) *For A:* Passable. *For Y:* Perhaps. *For C:* Hardly.

PUTTIN' ON THE RITZ, with Harry Richman and Joan Bennett (*U. A.*)—Mr. Richman has been given an unsympathetic part in this musical production. His screen personality is not as ingratiating as his singing and he is cast as an egotistical jazz singer who after becoming successful neglects his fiancee and snubs old friends. It is not a pleasing story. The high lights are lavish settings, music by Irving Berlin, and the beautiful color sequence "Alice in Wonderland." (U) (E) *For A:* Fair. *For Y:* Not recommended. *For C:* No.

SHE STEPS OUT, with William Collier, Sr. (*Fox*)—Daughter's romance is almost spoiled by mother's interference, but the ready sympathy of her father saves the situation. (U) *For A:* Only fair. *For Y:* Slight interest. *For C:* No interest.

SHOW GIRL OF HOLLYWOOD, with Alice White and Jack Mulhall (*First National*)—Moviedom again exploiting itself, with the movie-mad girl lured to Hollywood by man who offers to put her in pictures—it is his specialty. Usual big-eyed, "cute and cunning" vapid acting by heroine. No offensive scenes of sex-appeal, fighting, drinking, or gunplay. Some color scenes of stage dancing in the regular musical comedy style. More or less amusing and harmless. (E) *For A:* Mediocre. *For Y:* Amusing. *For C:* Hardly.

THE STORY OF GOESTA BERLING, with Lars Hansen and Greta Garbo (*Foreign*)—This is the story of the numerous adventures of Goesta Berling, Swedish preacher expelled from his church because of drunkenness, who goes from one scapegrace adventure to another until his marriage to a beautiful woman who believes in his innate fineness. The settings have unusual charm, giving an unforgettable impression of fine old homes in Sweden and of exquisite scenery. It is entertaining and well worth seeing. (U) *For A:* Very interesting. *For Y:* Good. *For C:* Passable.

STRICTLY UNCONVENTIONAL, with Lewis Stone and Catherine Dale Owen (*M-C-M*)—Each generation faces the same problems; each generation disregards the mistakes of the elder and completes the unhappy "circle." This is the theme. It is interesting but not outstanding in production, lacking somewhat the sophisticated deftness of the stage presentation "The Circle." (U) *For A:* Rather entertaining. *For Y:* Not recommended. *For C:* Unsuitable.

TEMPLE TOWER, with Kenneth MacKenna (*Fox*)—Mystery melodrama continuing the adventures of "Bulldog Drummond," the English gentleman who enjoys disentangling beautiful young ladies from sinister situations. The light touch of burlesque in Ronald Colman's earlier interpretation of the character is lacking in this and it consequently is less interesting, but it is entertaining after the manner of its type. (U) *For A:* Fair. *For Y:* Passable. *For C:* No, too exciting.

THIS MAD WORLD, with Basil Rathbone (*M-G-M*)—The conflict between love and duty to one's country provides the theme of this war romance. Its appeal is intellectual rather than emotional, and an excellent cast, intelligent direction and story make it unusually interesting to adults and older adolescents. (U) (E) *For A:* Interesting. *For Y:* Mature. *For C:* Too mature.

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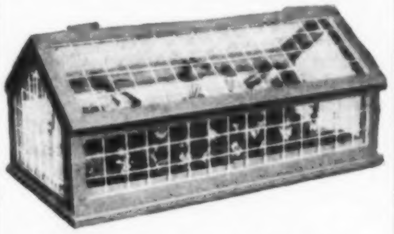

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I marvel!

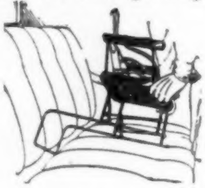
IS IT because she can "see out"?
That's true beyond the slightest doubt.
Is it because she's *safe* and *sound?*
Beyond the reach of slightest harm?
Is comfy, too, beside me there,
In front . . . or back, or anywhere,
Contented as in rocking chair?
Why, surely!

AND all of this is brought about
Through "COMFY-SAFE"
she calls "See Out!"
The AutoSeat which is so good
It will itself to you be proved
The one thing most your baby needs
When riding *(where you go, she leads!)*

SO LOOK it up and look it down
And make your babe the pride of town
As "sitting tall" and "seeing out"
With smile and chuckle and a shout,
She rides alone or with your friends
And "COMFY-SAFE" *protection lends.*

"Comfy-Safe" AutoSeat

Fits and locks to any car through long curved hook which reaches down back of seat cushion. Has adjustable safety straps and belt, for 6th month to 5th year.



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Juvenile Wood Products, Inc.
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Made by makers of "Little Toidey"

This Trade Mark COMFY-SAFE AutoSeat *Your Guarantee*

GROUP SERVICE BUREAU

For Parent-Teacher Associations, Mothers' Clubs, Child Study Groups, Churches, etc.

PROGRAM *for* DISCUSSION
at Your Next Meeting

PREPARED BY THE CHILD STUDY ASSOCIATION OF AMERICA

THE following outline for study is based on the article "Parents Must Grow," by Leta S. Hollingworth, in this issue.

How to Use This Program

Appoint a leader who will first read aloud the article on page 26. The leader should then present for discussion the various questions given below. She will next request various members of the group to take up, one by one, the Problems for Discussion. At the close of the meeting it will be found helpful for the leader to read the summary of the main points made in the article. In advance of the meeting, the various book and pamphlet references should be assigned to members of the group who will report on them at the meeting.

Questions Based on the Article

(1) Should habits function forever, once they are acquired?

(2) Why do children do many things in nursery school that they fail to do at home? (Putting on clothing, feeding themselves, etc.)

(3) Why do some parents not want their children to become independent?

(4) Do circumstances over which the parent has little or no control sometimes hasten a child's progress toward self-direction? Name some.

(5) Is there a direct relationship between the emotional maturity of the parent and the rate at which the child is encouraged to become independent?

(6) Can a mother truly love her child and still want him to grow up?

Points to Keep in Mind

(1) We progress as long as we learn.

(2) Learning depends upon the ability to revise our ways (a) of thinking (b) of feeling (c) of acting.

(3) The relationship between parent and child is not a static one, but is constantly changing, for as the child grows, his needs change.

(4) Skills are learned which must be exercised efficiently for a time and then revised or even discarded.

(5) Unrevised parental habits may be harmful to the child who needs to be independent.

(6) The wise parent actually plans the progressive changes which lead to his child's independence.

(7) Unless the parent has interests apart from the child, he is likely to tie the child too closely to him, to the child's detriment and his own.

Problems for Discussion

(1) Three-year-old Billy could button and unbutton his clothes, and even put his rubbers on at the nursery school. When he was at home, however, his nurse always did everything for him because the thing got done so much quicker that way. Was the nurse sacrificing something valuable in her effort to save time?

(2) Mary was five and wanted to help her mother bake a pie, but she spilled the milk and was not allowed to do anything more. Since then she is afraid to try and seems to be very awkward about handling things.

(3) John is eight years old and carries a small purse to school with a front door key in it. The other mothers think that this is much too early an age for a child to have his own key, but John feels very grown-up and has never lost or mislaid his key. Is his mother wise in permitting this?

(4) Mrs. Baker was very much interested in music before her marriage and sang in the church choir. She gave up all outside interests, however, when her children were born and now that the youngest is away at school she feels as though her life were over and she has no real interests.

(5) Are there ways in which a woman can do her duty by her family and still retain some outside interests? Is this worth striving for?

(6) Are the children who are most babied always the least independent when they grow up? What are some of the factors that determine the emotional maturity finally achieved?

(7) If parents do not wish to bind their children too closely, should they avoid trying to influence them?

References

PARENTS ON PROBATION, by Miriam Van Waters. *New Republic, Inc.* $1.00.

MODERN PARENTHOOD: Proceedings of the Southern California Conference on Parenthood. *Southern California Society for Mental Hygiene, Los Angeles, Calif.* $1.00.

WHY STOP LEARNING? by Dorothy Canfield Fisher. *Harcourt, Brace.* $2.00.

WHY DO PARENTS NEED SPECIAL TRAINING? *Child Study Association of America, Inc.* 10 cents.

THE SIGNIFICANCE OF PARENTAL ATTITUDES FOR THE DESTINY OF THE INDIVIDUAL, by Bernard Glueck. *National Committee for Mental Hygiene,* 370 *7th Ave., New York City.* 10 cents.

Out of the MOUTHS *of* BABES

One dollar will be paid for each child's saying published in this department

HEARING her mother and the ladies of the club discuss parliamentary law whenever the club met at Doris's mother's house, she was quite impressed by "motions," "seconds to motions," etc. So when she was taken to a church wedding one day, she tried to listen attentively to the proceedings but could not quite get all the minister said.

Relating the exciting event to a playmate, her mother overheard her say:

"And the groom said, 'I do'; and the bride said, 'I do'; and then the minister said, 'the motion is carried.'"—*M. Z., Kansas City, Mo.*

KATHERINE, coming into a grocery store one Friday, was asked if she would like a bone for her dog.

"Yes, please, but if you don't mind, cut the meat off because today is Friday."—*Mrs. H. K. S., Tampa, Fla.*

FRED, a nine-year-old boy in the fifth grade, was giving a recipe for making hot cocoa. "You take three cups of cocoa and—" "Three cups?" interrupted the teacher. "But, you see," continued Fred, "I'm making lots of cocoa."—*R. R. S., Lansdale, Pa.*

A FATHER took his son of four years to the incubator in the cellar to see the eggs hatch. Said Dad impressively, "Isn't it queer how the little chicks get out of the shell?"

"Huh!" said the youngster, "what gets me is how they get in there."—*L. K., Brussels, Ill.*

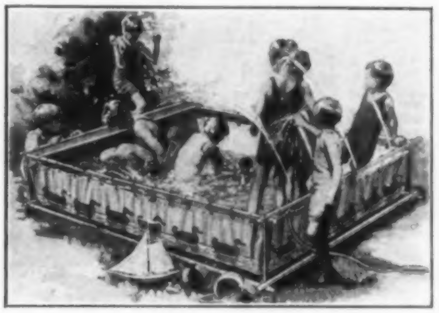
AT the dinner table one night Jean, aged three, refused to eat buttered beets. I told her she must if she wished any dessert; then went about feeding the baby. Presently I looked at her to see how she was getting along and found her sitting sideways at the table eating very nicely. When asked why she was sitting in that position, she said, "I didn't want to get the beets' breath."
—*Mrs. L. H. W., Evansville, Ind.*

FIVE-year-old Bobbie had seen a man with a large bald spot on his head for the first time. When he came home, he said, "Mama, I saw a man with his hair cut like a doughnut."—*W. L. C., Miami Shores, Fla.*

WHEN six-year-old Esther overheard herself referred to as a child, she remarked quite indignantly, "I'm not a child—I'm a human being!"
—*Mrs. C. T., Kennett Square, Pa.*

LITTLE six-year-old Jimmy refused to bathe and dress himself. One day his mother was trying to impress it upon him that he was a big boy and should take care of himself. She said, "Jimmy, you may not always have your mother to do these things for you and what will happen if you don't learn?" Jimmy questioned, "Why, Mother, aren't I going to have a wife?"—*Mrs. V. C. D., Glendale, Calif.*

PUDDLE DUCK POOL *The Children's Bathing Beach on Your Lawn*
BRINGS THE SEASIDE HOME



The Cool Green Pool on Your Lawn

SPLASH! PUDDLE DUCK POOL is a portable canvas tank 5 ft. x 7 ft. x 12 inches deep. The canvas is of cool green color with a hard water-proof finish inside and nicely decorated on the exterior. The framework is of enameled pipe readily collapsible. Water sprays from the pipe frame supporting the canvas. The depth of water can be regulated from 2 to 10 inches. Garden hose connections are furnished for both spray and for drainage of water from Pool. It is safe for children of all ages and has been tested and awarded THE PARENTS' MAGAZINE and the Child Life Seal of Approval. There is room for at least five children in the Pool. Shipped to you in a carton. *We Sell Direct.*

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Please send literature relative to PUDDLE DUCK POOL.
Name ... .
Address ... .

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need this unique health shampoo that lathers and rinses in hard water; washes out salty water. No bottle to leak or break! Benefits the hair and scalp. Prevents embarrassing head troubles.

Medically approved

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20-shampoo cake for 25c at druggist's or write

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Safety Thumb Guards will safely and quickly cure your child of this bad habit.

Patent Applied for

Guards ingeniously constructed of one piece of German Silver Wire. No ends to loosen, to injure the face or eyes. *Used for fingers also.*

Perfectly safe and sanitary.

Complete instructions with guard.

Price, $1.75 per pair, postage prepaid. State age of child when ordering guards. Satisfaction Guaranteed.

THE SAFETY THUMB GUARD CO.
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EXCEPTIONAL WEARING QUALITY.

Neat in appearance, easy to put on and especially convenient when training the baby. Sold at Dept. Stores & Children's Shops or direct from us if not found at store. Small $2.50, large $3.00, extra large $3.50 per doz. Send for free booklet.

INFANT WEAR CO., DEPT. 325, PERRY, N. Y.

Swan Nursery Furniture in Colors

Swan design nursery furniture in ivory, green and orange. In sets or separate pieces. Low cost: Catalog 59 shows famous National Champion Porch Gates, Play-yards, Swan Furniture, etc. Write today for free copy.

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Helpful Booklets and Some Samples for the Asking

By Using the Coupon Below You Can Request Any Number of Them at One Time

All the booklets and samples listed below in italic type are offered free in the advertisement in this issue. Order by number. While some advertisers do not make any special offers in their advertisements, they all will be glad to send further information on request. Orders requiring remittance should be sent direct to the advertisers.

Apparel, Shoes and Textiles, etc.

Number	Products Advertised and *Booklet or Sample Offered*	See Page
1	Cantilever Shoes (Cubs)	52
2	Carter's Infants' Wear	50
3	Cash's Names—*See adv. for offer requiring remittance*	75
4	Hood Canvas Shoes—*"Care of Children's Feet"*	55
5	Minneapolis Garments	15
6	Tiny Tots—*Catalog*	58
7	Vanta Baby Garments—*Vanta Pattern, "Baby's Outfit" and Illustrated Catalog*	60

Books for Children

Number	Products Advertised and *Booklet or Sample Offered*	See Page
8	Compton's Pictured Encyclopedia—*Sample Section and Vacation Adventure Booklet*	63
9	My Bookhouse	67

Books for Parents

Number	Products Advertised and *Booklet or Sample Offered*	See Page
10	Samuel French	74
11	William Lewin	64
12	Macaulay Company—*See adv. for offer requiring remittance*	65
13	Macmillan Company	64

Camps

Number	Products Advertised and *Booklet or Sample Offered*	See Page
14	Directory of Camps	11-14

Druggists' Supplies and Toilet Articles

Number	Products Advertised and *Booklet or Sample Offered*	See Page
15	Colgate's Ribbon Dental Cream—*Trial Tube and "The Way to Happytown"*	53
16	Cuticura Soap and Ointment	71
17	Derbac Shampoo	81
18	Johnson's Baby Powder—*Sample*	16
19	Johnson's Baby Cream—*Sample*	16
20	Johnson's Baby Soap—*Sample*	16
21	Laco Baby Powder—*See adv. for offer requiring remittance*	62
22	Mennen's Baby Oil—*See adv. for offer requiring remittance*	41
23	Mennen's Borated Talcum—*See adv. for offer requiring remittance*	41

Food Products

Number	Products Advertised and *Booklet or Sample Offered*	See Page
24	Clapp's Strained Vegetable Baby Soups *"Strained Vegetables for Infant Feeding"*	68
25	Cocomalt—*Trial Size Can*	51
26	Heinz Rice Flakes	4th Cover
27	Kellogg's Corn Flakes—*Literature and Advice on Child Feeding and Diet*	45
28	Knox Gelatine—*Recipe Book*	49
29	Royal Gelatin—*Recipe Book*	56
30	Scharrer & Co.—*See adv. for offer requiring remittance*	62
31	Sugar Institute	47
32	Wheatena—*Sample Package—See adv. for offer requiring remittance*	3

Household Equipment and Supplies

Number	Products Advertised and *Booklet or Sample Offered*	See Page
33	Baby Pepperell Blankets	59
34	Crane Company—*"Homes of Comfort"*	2nd Cover
35	Dixie Cups	46
36	Helioglass—*Informative Folders*	61
37	Lux	71
38	Perfection Milk Bottle Container	79
39	Pom Tongs—*See adv. for offer requiring remittance*	69

Household Equip. and Supplies—*Cont'd*

Number	Products Advertised and *Booklet or Sample Offered*	See Page
40	Savo Steel Flower Box—*Catalog*	72
41	Startex Toweling—*See adv. for offer requiring remittance*	48
42	Super Sieve—*See adv. for offer requiring remittance*	66
43	Swan Nursery Furniture—*Catalog* 59	81

Infants' Specialties

Number	Products Advertised and *Booklet or Sample Offered*	See Page
44	Baby Bottle Kit—*Booklet*	76
45	"Comfy-Safe" Auto Seat	80
46	Cupid Finger Slips—*Pamphlet*	71
47	Doo-Tee Infant Trainer—*See adv. for offer requiring remittance*	62
48	Downee Didees—*See adv. for offer requiring remittance*	69
49	Gordon Motor Crib—*Illustrated Folder*	77
50	Hygeia Breast Nipple—*"Nursing Habits"*	68

Certified
and Approved by The
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Advisory Service
for Homes with Children
—New York

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ADVERTISING STANDARDS

THE PARENTS' MAGAZINE is published to help mothers and fathers to bring up their children in the best possible way. To this end, it aims to present in addition to interesting and useful articles and departments, a veritable directory of reliable products for healthy, efficient and attractive homes.

Advertisements are accepted only of products, believed to be thoroughly reliable. The manufacturers of these products are responsible, reputable firms who will stand behind their merchandise.

In passing on products to be advertised and the claims made for them in advertisements, THE PARENTS' MAGAZINE has the counsel of its editors and advisory editors, and other leading experts in the field of health, nutrition, household equipment, toys, clothing, etc.

When testing is necessary, the laboratories of Teachers' College, Columbia University have been made available, as well as the facilities of several large commercial laboratories in New York City.

In using therapeutic products and foods for babies, readers are advised to consult their own physician.

Infants' Specialties—*Cont'd*

Number	Products Advertised and *Booklet or Sample Offered*	See Page
51	Ingram's Transparent Nipple — *Sample Nipple*	72
52	Jackson's Thumb Guards — *"Suggestions"*	76
53	Little Boy's Toilet Shield—*See adv. for offer requiring remittance*	74
54	Pant-Ease Diapers—*Booklet*	81
55	Pyrex Nursing Bottles	58
56	Q'Tips—*See adv. for offer requiring remittance*	71
57	Safety Thumb Guards—*See adv. for offer requiring remittance*	81
58	Dr. Thompson's Sanitary Rings—*See adv. for offer requiring remittance*	75

Schools and Correspondence Courses

Number	Products Advertised and *Booklet or Sample Offered*	See Page
59	Calvert School	66
60	Columbia University — *Information on Home Study Courses. Special Bulletin*	5
61	Directory of Schools	6-10
62	Harvard University	64
63	Research University	64

Toys and Play Equipment

Number	Products Advertised and *Booklet or Sample Offered*	See Page
64	Airplane Swing—*See adv. for offer requiring remittance*	69
65	Busy Kiddie—*Booklet*	74
66	Foundation and Chautauqua Desks—*"Creative Play"—Set of Hy-San Pencils*	3rd Cover
67	Iver Johnson Velocipedes and Juniorcycles—*Illustrated Catalog C*	54
68	Junglegym—*Movi-Graff of Junglegym*	72
69	Kiddie Korral—*See adv. for offer requiring remittance*	73
70	Kiddie Gym—*Illustrated Literature*	79
71	Mayfair Playthings—*Summer Catalog*	79
72	Nuart Flyer—*See adv. for offer requiring remittance*	76
73	Playskool Parquetry Blocks—*See adv. for offer requiring remittance*	72
74	Puddle Duck Pool—*See adv. for offer requiring remittance*	81
75	Rattan Furniture (Doll Set)—*See adv. for offer requiring remittance*	74

Miscellaneous

Number	Products Advertised and *Booklet or Sample Offered*	See Page
76	Associated Guidance Bureau	75
77	Cleanliness Institute—*"Learn the Art of Magic" (for boys) "The Smart Thing to Do" (for girls)*	43
78	John Hancock Mutual Life Ins. Co.—*"Home Budget"*	66
79	Investors Syndicate—*"The Money Will Be Ready"*	77
80	Kodak—*Illustrated Book on Taking Children's Pictures"*	39
81	Metropolitan Life Ins. Co.—*"The Conquest of Typhoid Fever" (Booklet 630-Y)*	37
82	Outlook and Independent—*See adv. for offer requiring remittance*	75
83	Pathe Motocamera—*Complete Information*	57
84	Scheneley Gardens—*Catalog*	64

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June Issue

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24 25 26 27 28 29 30 31 32 33 34 35 36 37 38 39 40 41 42 43 44 45 46
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70 71 72 73 74 75 76 77 78 79 80 81 82 83 84

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Dan Beard, Dan Beard Out-Door School,
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Of vital importance is this announcement — that Chautauqua Desks, which have influenced the lives of over two million men and women in the past 45 years — now join forces with Foundation Desks.

Thus is made available to parents with children of pre-school age, the most desirable features of the two outstanding systems of creative play.

Today—the dominant thought in child education is the development of *individual personality*. Now—by combining the features of Chautauqua and Foundation Desks, we place at the command of parents, better facilities than ever before for the cultivation of hidden talent—a combination obtainable through no other source.

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By putting your boy or girl in contact with the elementary facts of music, art, science and business—by giving him, or her, a place to draw, mark and write—something to mark upon, and pencils and crayons to mark with—by directing this effort through a series of master scrolls and master books—you develop the natural process of self discovery.

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Foods that promote regular health are of vast importance —vegetables, fruits and *this new breakfast food.*

Now Mother . . .
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HEINZ of "57 fame" offers an entirely new solution of this problem in the most delicious food of its kind you have ever known. Children can't resist its crisp, crunchy flavor so they *don't* resist its benefits.

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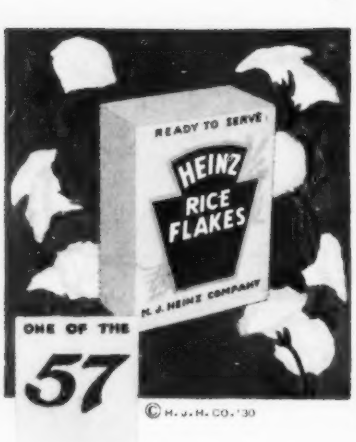

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